

# Quayside School

## Pre-Key Stage 1 Curriculum 2026 - 2028

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

At Quayside School, our Pre-Key Stage One students have the opportunity to study more focused Literacy, Mathematics and Science alongside the Engagement Curriculum.

Students will study a range of National Curriculum subjects, which include:

English, including the Read Write Inc Programme for phonics.

Communication: communication devices are assessed and used to support non-verbal students (e.g. 'Speak for Yourself' Application AAC on iPad)

Mathematics

The specialist teaching team in the Pre- Key Stage 1 provision works closely with the students' care teams and families to promote transferring learning from the education environment to real-life situations. All students receive speech and language and occupational therapy support at a level that is appropriate to their learning needs. In this curriculum, writing refers to the ability to complete a sentence, which will include using AAC, Colourful Semantics, typing and not just the physical ability to use a writing implement to make marks.

Key Stage 1 Pre key stage standard 1/2				
SUBJECT AREA		TERM 1	TERM 2	TERM 3
ENGLISH	READING	<p>Songs and Rhymes</p> <p>Students will be exploring nursery rhymes, songs and picture books to learn how to recognise objects in a story or picture and retrieve information. For example, 'find the red balloon in the picture' or 'can you tell me what animal Katy was singing about in the song 'Roar'?"</p>	<p>Fiction- Fairy and folk tales</p> <p>Students will be able to answer 'where' 'what' and 'who' questions on stories they are reading in class. Using favoured and familiar stories and song, build on the skills from the last term by adding more questioning when reading. 'Where is it happening?' 'What is happening?' 'What do you think will happen next?'</p>	<p>Non- fiction and sound books.</p> <p>Students will learn how to recognise sounds in their environment.</p> <p>Throughout this term, children will work on sound recognition, from car alarms to animal sounds. Building a knowledge of sounds and their corresponding names to help build their vocabulary.</p>
	WRITING	<p>Mark making</p> <p>This term we will be introducing Colourful Semantics starting with 'who'?</p> <p>Students will answer simple questions using symbols and words from stories and songs with which they are familiar.</p> <p>They will engage with themed sensory trays for mark-making in various materials and participate with gross motor mark-making using large paper and paint brushes on the floor or wall.</p>	<p>Lines</p> <p>This term students will learn level 2 Colourful Semantics, which should be introduced alongside level 1. This will include 'who' and 'what doing.'</p> <p>Students should form/trace lines and patterns in varied materials and begin to grip writing implements to make marks on the table or Tuff Tray.</p>	<p>Shapes</p> <p>This term students will be introduced to level 3 Colourful Semantics to create a caption to describe a picture using 'who', 'what doing' and 'what'.</p> <p>Students will be introduced to drawing shapes and wavy lines using writing implements and in sensory materials.</p>
	Phonics	<p>The Read Write Inc approach teaches phonics in a systematic, synthetic manner, and students who use the programme are assessed on a regular basis to ensure they are working at a challenging level in a group that matches their ability. The programme is taught alongside the wider literacy curriculum and assists students in increasing their decoding, comprehension, and fluency skills. Please see the Quayside Phonics Curriculum for more information on the program's content and progression.</p>		

Key Stage 1 Pre-key stage standard 3/4				
SUBJECT AREA		TERM 1	TERM 2	TERM 3
ENGLISH	READING	<p>Repetitive stories with repeated refrains.</p> <p>Students will begin to recognise repeating patterns and refrains in stories and songs and be able to join in or lead the stories using verbal language, signs, symbols or props.</p> <p>They will be able to recall simple details from the story and read short sentences from the story.</p>	<p>Fiction</p> <p>Students will start to identify important parts of the story and sequence pictures/symbols/written descriptions from it. They will explore a range of fiction stories and be able to recognise parts of the story.</p>	<p>Non-fiction</p> <p>Students will be able to read aloud and talk about. Students should read aloud some texts and be able to talk about events in the texts and relate their experiences to the texts using chat boards/symbols/words.</p>
	WRITING	<p>Lower case letters</p> <p>Students should begin to form lowercase letters in sensory material or the air.</p> <p>Students will begin to explore Level 4 Colourful Semantics adding 'where' words to their sentences.</p>	<p>Words</p> <p>Students will start to form letters using a pencil/pen and write short words.</p> <p>Students will begin to explore Level 5 Colourful Semantics adding 'describe' words to their sentences.</p>	<p>Phrases</p> <p>Students will start to write short sentences about books and pictures they see. They will also begin to explore Colourful Semantics by adding additional words such as 'when' and 'how.'</p>
	PHONICS	<p>Students will continue to have access to the RWI programme as needed and will get additional focused intervention to ensure their progress. Students will participate in phonic lessons in small or 1:1 groups at an appropriate degree of challenge. For further information, please see the Quayside Phonics Curriculum.</p>		

Key Stage 1 Pre-key stage standard 1/2						
SUBJECT AREA		TERM 1		TERM 2		TERM 3
MATHS	Number	1	<b>Objects</b> Students will learn to identify one and lots of objects, through the use of concrete objects. They will also explore engaging items for money during role play. Students will also explore matching objects and pictures.	<b>Numbers</b> Students will begin to recognise numbers 1 to 10 and be able to count by sight. Students will work on matching numbers and then move on to matching number quantities to numbers.	<b>Patterns and groups</b> Students will learn to identify and create simple patterns using concrete objects. Students will also learn how to group similar and different concrete objects.	
Key Stage 1 Pre-key stage standard 3/4						
MATHS	Number	2	<b>Number</b> Students will learn about recognising quantities up to 10 and be able to visually recognise small amounts of concrete objects. They will also start recognising one more and one less by taking away one concrete object or adding one to a group.	<b>Patterns and shape</b> Students will learn to copy and continue more advanced patterns using real-life materials. They will also start to recognise and name some 2D shapes.	<b>Operations</b> Students will learn to recognise and write numeral 0-9. They will also learn to recognise operations add, subtract and equals. Students will learn about the number bonds to 10 and commutative law and explore this relationship through concrete objects.	

Pre-Key Stage 1 Progression Steps standard 1-3						
SUBJECT AREA		TERM 1		TERM 2		TERM 3
SCIENCE	1	<b>The Human Body (5 weeks)</b> Students will: Recognise differences between male and female bodies. Identify the main parts of the body and facial features. Demonstrate basic body movements (e.g. arms moving up and down). Draw and label parts of the human body and face. Sequence basic stages of the human life cycle.	<b>Everyday Materials (5 weeks)</b> Students will: Manipulate materials by bending and squashing them. Match connected items based on their properties (e.g. matching a cup to a saucer). Identify textures of varied materials. Group and sort materials by their basic properties. Identify common materials such as paper, plastic, wood, and metal.	<b>Light &amp; Sound (6 weeks)</b> Students will: Identify and name colours and observe how mixing colours creates new ones. Understand concepts of light and dark. Identify sources of light and shiny objects. Create shadows using light sources. Classify and group lights based on where they are found. Produce sounds on instruments and observe vibrations.	<b>Rocks (4 weeks)</b> Students will: Match rocks based on properties such as size and colour. Observe changes in wet and dry sand and soil. Describe rocks using simple vocabulary. Explore erosion and conduct basic tests on rocks. Explore and observe a variety of fossils.	<b>Earth &amp; Space (6 weeks)</b> Students will: Identify the presence of the sun and moon in the sky. Recognise that the sun is visible during the day and the moon is visible at night. Understand that different moon phases are still the moon. Describe planets based on photographs. Identify methods of human travel to space. Identify sea and land features on a globe. Label and identify the Earth, Sun, and Moon.
		<b>Seasonal Changes: Autumn (1 week)</b> Students will: Identify types of weather and select appropriate weather symbols. Describe and compare temperatures as hot or cold.	Explain reasons why specific objects are made from particular materials.	Identify sources of sounds and distinguish between loud and quiet sounds. Determine if a sound is nearby or far away. Investigate methods to stop sounds. Describe and compare different sounds.	<b>Planting (2 weeks)</b> Students will: Explore local plants and trees. Grow seeds in different conditions (light and dark environments).	
		<b>Seasonal Changes: Winter (1 week)</b> Students will: Identify suitable clothing for different seasons.	Identify connections between animals and plants within habitats. Identify differences between types of habitats.	<b>Planting (1 week)</b> Students will: Sequence a simple plant life cycle.		
						<b>Living Things &amp; Their Habitats (5 weeks)</b> Students will: Observe and describe what they can see and hear in outdoor environments. Identify characteristics and properties of different environments. Identify animals in various habitats. Match living things to their specific habitats. Describe adaptations that help animals survive in their habitats. Identify connections between animals and plants within habitats. Identify differences between types of habitats.

			Collect and observe rainwater.				Compare the growth of plants in different environments.
<b>Pre-Key Stage 1</b> Progression Steps standard 1-3							
SCIENCE	2	<b>Animals (6 weeks)</b> Students will: Name a variety of animals. Identify birds, fish, and people from pictures. Recognise that animals have skin, blood, and bones. Describe animal features. Distinguish between farm animals, wild animals, and pets.	<b>Properties of Materials (6 weeks)</b> Students will: Explore a range of materials and begin to describe them. Identify similarities and differences between materials. Identify magnetic materials using a magnet. Create mixtures by stirring and separate them with a sieve. Use various processes and tools to manipulate materials. Observe changes caused by heating and cooling.	<b>Electricity (5 weeks)</b> Students will: Find electrical objects that produce light, sound, and movement. Demonstrate understanding of buttons and switches. Show awareness of safety by avoiding touching plug sockets. Relate the size of objects to their battery capacity. Identify metal and plastic parts of a plug. Demonstrate safe use of a plug.	<b>States of Matter (4 weeks)</b> Students will: Compare the temperature of water using their hands. List different liquids and solids. Explore methods to heat and cool materials. Recognise that the sun creates warmth. Compare helium-filled and air-filled balloons.	<b>Forces &amp; Magnets (5 weeks)</b> Students will: Demonstrate control when rolling and pushing objects at different speeds across various surfaces. Stop objects in motion. Begin to understand basic concepts of floating and sinking by making predictions. Balance objects on scales. Investigate magnets and magnetic materials by grouping and sorting objects based on their movement characteristics.	<b>Inheritance &amp; Evolution (4 weeks)</b> Students will: Recognise differences between themselves and others. Comment on photos of themselves at different ages. Recognise photographs of their family. Understand that dinosaurs are no longer alive. Match rocks and fossils to photographs and samples. Establish connections between animals and their offspring.
				<b>Seasonal Changes (1 week)</b> Students will identify obvious differences between seasons and suggest why tree branches move.	<b>Planting (2 weeks)</b> Students will identify what a flower needs to grow, and where fruit and vegetables come from.	<b>Seasonal Changes (1 week)</b> Students will identify that the Sun creates light and warmth. They will comment on the effects of wind and rain.	<b>Planting (1 week)</b> Students will describe and compare flowers, leaves and trees.