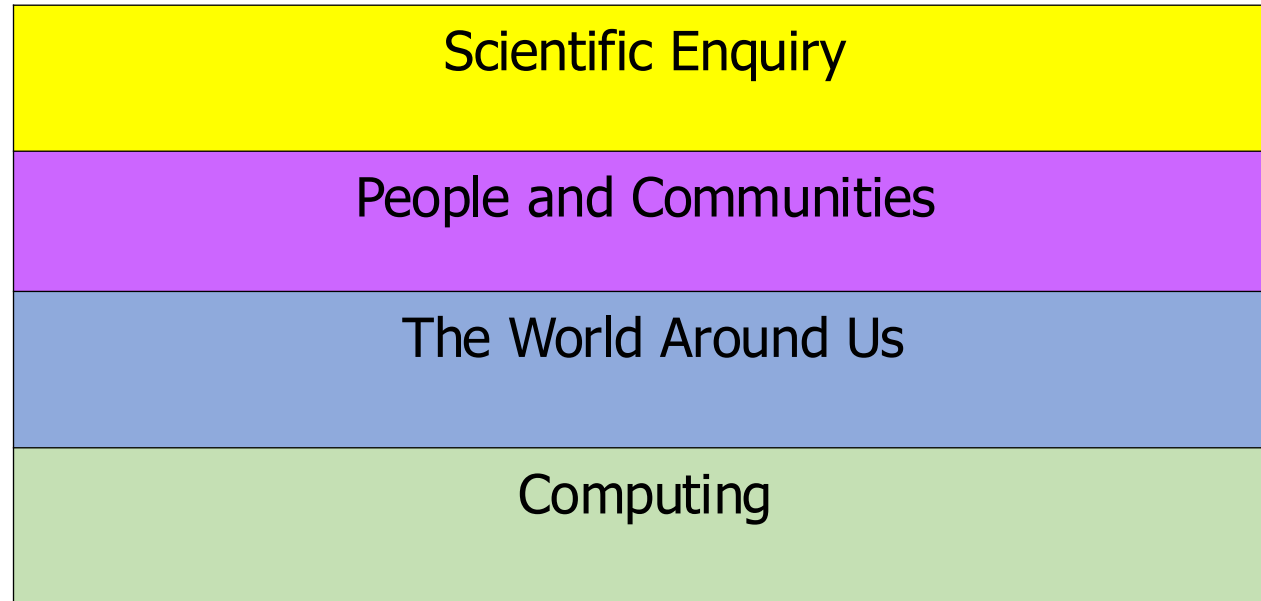




# Community and the Wider World at Newfield

Skills Framework

# The CWW Curriculum is made up of four areas



# Pathfinders Skills

## Routes for Learning

### **RFL-38/42**

Modifies action when repeating action does not work, e.g., changes vocalisation slightly when member of staff does not respond in the way they expect in a familiar activity.

Early problem solving – tries new strategy when old one fails, e.g., presses second switch when pressing the usual one does not have desired effect.

## Scientific Enquiry

### **Skill**

Shows curiosity in the world around them, e.g., notices minibeasts, splashes in puddles, touches flowers and grass when in close vicinity.

Investigates and explores an object in a variety of ways, e.g., banging, rolling, dropping, putting in water.

Explores a range of cause and effect toys, observing and responding to the effect their actions have on them; wind up toys, pulleys, sets of cogs with pegs and boards.

**Scientific Enquiry:** exploring and experimenting with the properties of material and how we can have an impact on them, developing an awareness of fair test, hypothesising and reliability and validity.

### Working within Band 1

#### Skill

Follows model to practically explore simple forces, including; sink/ float, push/ pull, gravity, magnetism.

Observes and carries out simple tests on materials with an adult, including; deconstruction, heating/ cooling, combining/ separating, mixing.

Applies physical properties vocab in very familiar situations, choosing a descriptive word from 2 to describe something they can see, including; wet/dry, hot/ cold, fast/ slow, heavy/ light, big/ small, loud/ quiet, light/ dark.

Tries a range of actions with cause and effect toys, investigating what happens when we try something new, e.g., turning the cogs the other way, pressing buttons in a different order.

### Working within Band 2

#### Skill

Begin to carry out simple tests using previously developed vocabulary, e.g., what happens to the coin when we put it in water?

Including sink/ float fast/ slow, heavy/ light, loud/ quiet, light/ dark.

Understands physical process needed to carry out a simple test or activity, including; push/ pull, wet/ dry, heat/ cool, mix when limited choice is available.

Make comments on the effect of a physical process they can see using key vocab from a range of options, including; wet/ dry, hot/ cold, fast/ slow, heavy/ light, big/ small, loud/ quiet, light/ dark.

Shows increased awareness of how things work, e.g., putting cogs into position on a board to make them move, pressing specific buttons on a toy to make a specific event happen.

**Scientific Enquiry:** exploring and experimenting with the properties of material and how we can have an impact on them, developing an awareness of fair test, hypothesising and reliability and validity.

### Working within Band 3

#### Skill

Shows awareness of a range of consistent changes to materials under the effect of physical processes, e.g., what happens when we put ice in the sun?  
Including; melting, freezing, cutting, heating, cooling.

Requests correct item to carry out a simple test, e.g., water to test if an object floats,  
including; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Accepts repeating an action to test a result, i.e., does the same thing happen again?

Uses a range of scientific equipment with support, including; magnifying glass, magnets, electricity (mains and battery), stopwatch.

### Working within Band 4

#### Skill

Investigates cause and effect with simple electrical components and circuits built by an adult, including; wires, lightbulb, fan, motor, battery, buzzer.

Sorts objects into groups based on scientific attributes, using previously experienced effects, float/ sink, melts/ does not, fast/ slow, magnetic/ non-magnetic.

Comments on light and shadow during an investigation, including proximity of light source, comparison, transparent/ opaque, different objects, e.g., shadow is big/ small, bigger/ smaller, light/ dark.

Uses a range of scientific language confidently to comment on the results of their actions and the properties of objects, including terms to describe texture, smells, appearance and sounds.

**Scientific Enquiry:** exploring and experimenting with the properties of material and how we can have an impact on them, developing an awareness of fair test, hypothesising and reliability and validity.

### Working within Band 5

#### Skill

Builds an electrical circuit with adult support to identify where to place components.

Compares and contrasts results of a series of tests, e.g., faster than/ slower than, more than/ less than.

Able to identify similarities and differences between materials and objects (TWAUB5), Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Make a simple prediction when conducting an experiment again that they just done, Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Collects tools and equipment for specific purposes from the correct places in the classroom, including; Cooking, cutting, heating/ cooling, melting/ freezing, pushing/ pulling.

### Working within Band 6

#### Skill

Builds a simple electrical circuit following visual supports, including using a lightbulb, buzzer and fan/ motor.

Asks questions about a change or result to gain more information.

Make suggestions in response to a problem in discussion with an adult, Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Make a simple prediction when conducting an experiment again that they have done recently, Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Follow a series of instructions carefully and correctly to complete a test.

Uses a wide range of tools and equipment correctly.

**Scientific Enquiry:** exploring and experimenting with the properties of material and how we can have an impact on them, developing an awareness of fair test, hypothesising and reliability and validity.

### Working within Band 7

#### Skill

Asks questions about a given scenario with adult guidance and takes part in discussion about how to answer,

Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Actively involved in the planning stages of a test, experiment of information gathering, choosing from limited options.

Identifies the answer to a question following a test when discussing results as a group or with an adult.

Make a simple prediction when conducting a new experiment using scientific knowledge they have gained previously (prediction does not have to be correct, but based on something they have seen happen in the past).

Records data using tables, tally charts and pictograms with support.

### Working within Band 8

#### Skill

Asks questions and understands that they can be answered in a variety of ways, e.g., through testing or research, Including concepts related to; push/ pull, wet/ dry, heat/ cool, mix, sink/ float, heavy/ light, light/ dark.

Understands the concept of variables and able suggest what variables can be changed using prior knowledge.

Decides what information or results they need to collect and how to collect and record it.

Uses information gathered from tests or observations to answer questions.

Collect data using measuring instruments, e.g., weighing scales, measuring jug, ruler.

Make a simple prediction when conducting a new experiment using scientific knowledge they have gained previously with high degree of accuracy, explaining what they expect the result to be.

Confidently records data using tables, tally charts and pictograms.

# Pathfinders Skills

## People and Communities

<b>Skill</b>
Shows recognition of/ interest in photographs of themselves.
Shows recognition of/ interest in photographs of very familiar people.
Shows recognition of/ interest in photographs of very familiar places.
Uses sense to engages with activities related to their own and other cultures and countries, e.g., tastes, textures, smells.



# People and Communities:

developing an understanding of ourselves as individuals and celebrating the diverse cultures and communities of our world.

## Working within Band 1

Skill
Label themselves using own name.
Label photographs of very familiar people, e.g. mum, dad.
<i>Labels or identifies photographs of very familiar places, e.g. home, school.</i>
<i>Shows awareness of correct use for very familiar objects, e.g., places prayer cap on head, places food on a plate.</i>
<i>Explores real objects related to different places, identifying or labelling those which are very familiar.</i>

## Working within Band 2

Skill
Identify and label key parts of the body and face, e.g., legs, arms, hair, eyes.
Identifies key features of own face or body when looking in a mirror, e.g., can identify they have brown hair when given a choice of 2.
Sorts objects with clearly defined differences, e.g., by colour, volume.
<i>Aware of possession and others belongings vs our own, e.g., my coat, Hayley's coat.</i>
<i>Sorts objects based on familiar cultures or places, e.g., those related to a hot and cold country.</i>

# People and Communities:

diverse cultures and communities of our world.

developing an understanding of ourselves as individuals and celebrating the

## Working within Band 3

<b>Skill</b>
Identify and label more specific parts of the body, e.g., fingers, toes, chest, stomach, tongue.
Describes others by physical characteristics, e.g., hair or eye colour, height, ethnicity.
Sort groups of people by clearly defining features, e.g. age or gender.
<i>Identify a variety of job roles and associated objects and equipment.</i>
<i>Recognise key cultural celebrations and associated objects or actions.</i>
<i>Actively participates during experiences of cultural celebrations or customs, showing awareness of those which are familiar to them.</i>
<i>Works alongside others to complete own task using shared resources.</i>
<i>Comments on details in a photograph, e.g., I see water/ sand/ house when looking at a variety of locations.</i>

## Working within Band 4

<b>Skill</b>
<i>Shows awareness of own social groups and belonging, e.g., member of own family, part of class group, part of Newfield school.</i>
<i>Identifies tasks and roles associated with key community jobs.</i>
<i>Comment on events as they happen, based on own experience.</i>
<i>Identifies familiar celebrations and events from photographs of events and objects.</i>
<i>Works with others in shared activity, e.g., taking turns, completing one part of a shared task.</i>
<i>Able to name and identify general features of locations when looking at photos, e.g., a beach, the sea, flats, shops, mosque, church (TWAU Band 4)</i>

# People and Communities:

diverse cultures and communities of our world.

developing an understanding of ourselves as individuals and celebrating the

## Working within Band 5

Skill
<i>Participates as an active member of community groups, e.g., completing tasks in the family home or class group.</i>
Identifies ways in which others are the same or different to themselves.
Recognises change in people over time, e.g., growing up, the aging process.
<i>Comment on events from their own recent past, e.g., an event that happened this morning or yesterday.</i>
<i>Comments on key religious and cultural stories.</i>
<i>Identifies objects and places related to different religions.</i>
<i>Can name the country we live in and some other countries, and significant features, e.g. India is hot, Iceland is cold.</i>

## Working within Band 6

Skill	
<i>Identifies characteristics of a good member of a community, how we should act towards each other.</i>	<i>Comment on key themes from religious and cultural stories, e.g., good and bad, kindness, giving.</i>
<i>Listens to stories about key people in our country and able to identify key people in our immediate community, e.g., the Headteacher.</i>	<i>Discusses the importance of key objects and places in different religions.</i>
<i>Describes others by personal characteristics, e.g., funny, kind.</i>	<i>Compares contrasting places, e.g., where they live and how people in live another very different place.</i>
<i>Discusses people familiar to them, e.g., my dad is a nurse, my mum likes motorbikes.</i>	Identifies the things that humans need to survive, e.g., food, water.
<i>Comment on events that happened in the past, e.g., what they did over the weekend.</i>	

# People and Communities:

developing an understanding of ourselves as individuals and celebrating the diverse cultures and communities of our world.

## Working within Band 7

<b>Skill</b>
<i>Able to identify specific ways to help others in the immediate and wider community, recognising the role of charities.</i>
<i>Recognises key people who play a significant role in our community or country, e.g., the Prime Minister, the King.</i>
Identify, name, draw and label basic parts of the human body and correspond with the senses.
Discusses images of themselves from the past, e.g., places photos of themselves at clearly different ages in order, uses language such as baby, child.
<i>Recalls key elements of stories from familiar religions.</i>

## Working within Band 8

<b>Skill</b>
<i>Understands the role of specific charities and community support networks and the groups of people they support.</i>
Recognises key people who play a significant role in other countries or cultures, e.g., The President of the US, Greta Thunberg.
Identifies the things humans need to stay healthy including the importance of exercise, hygiene and nutrition.
<i>Discusses key events from the past or changes over time related to current events, e.g., why remembrance day is celebrated, how Christmas presents are different now compared to 50 years ago.</i>
<i>Able to state key features of religions they have explored in sessions, showing tolerance and understanding of core beliefs and values.</i>

# Pathfinders Skills

## The World Around Us

<b>Skill</b>
Explore a range of materials using all senses both in class and in the natural environment.
Anticipates particular activity in familiar places, e.g., goes to sit at the table when in the dinner hall.
Uses familiar objects in a range of appropriate ways during play, e.g., ball can be bounced, rolled or thrown.
Matches parts of objects that fit together, e.g., lid on a pan.
Responds to plants and animals in their natural environment when an adult directs their attention.

# The World Around Us:

developing our awareness of our natural world, the process of change over time and our role within it.

## Working within Band 1

### Skill

Actively explores and attends to a collection of natural materials related to a theme or context, e.g., outside.

*Navigates within immediate environment following a visual or verbal cue, e.g., to the group table.*

Uses objects in role play activities, e.g., driving cars along road mat, pretending to drink from a cup, moving farm animals around a tuff tray of hay.

Notices changes from light to dark in their environment and uses labels appropriate.

Notices and identifies some sounds in their environment.

Recognises and names the stars, moon and sun in photographs.

Moves an objects in different ways and stops and object from moving.

## Working within Band 2

### Skill

Investigates effects of different actions on objects made from different materials following an adult model, e.g., squash, squeeze, bang, drop, get wet.

Names objects they can see when discussing a particular context or theme, e.g., leaves, trees, flower, sheep, dog.

*Navigates to familiar places within home or school environment following visual or verbal cue.*

Sorts objects by specific activity or purpose, e.g., mixing bowl for cooking, swim shorts for swimming.

Able to recognise night and day from pictures using cues such as light source (sun or moon) and activity taking place.

Explores different ways they can make sounds, understanding concepts loud and quiet and how to create those sounds.

Pushes objects across a range of surfaces using language fast and slow to describe movement.

Drops objects in water or from a height an observes what happens to them.

# The World Around Us

## Working within Band 3

Skill	
Comments on objects they can see within a theme or context, e.g., The leaf is brown, the cow is big.	Observes and explores the effect of magnets on a range of materials.
<i>Recognises key environmental signs in unfamiliar settings, e.g., toilet, road crossings.</i>	
Comment on objects using attribute words, e.g., hard/ soft, rough/ smooth, shiny/ dull.	
<i>Relates objects to a specific action, e.g., building with bricks, flour, sugar and eggs with baking.</i>	
Begins to understand the appropriate clothing to wear for different weather.	
Notices shadows during class based activities and in the natural environment, including identifying own shadow.	
Recognises a range of sound sources, both in own environment and in the natural environment.	
Recognises the Earth from space and discusses the sun and planets of the solar system in simple terms, e.g., colour.	
Understands and expects objects to fall when dropped or travel when pushed or thrown, identifying their impact on the movement, e.g., I dropped it, I pushed it.	

# The World Around Us

## Working within Band 4

Skill	
Categorises objects based on a theme or context, e.g., things we see outside – birds, trees, things we find on a farm – cows, sheep.	Begins to recognise that the volume of sound can be controlled in different ways, e.g., using volume button on a device or banging harder or softer on a drum.
<i>Uses key environmental signs functionally, e.g., identifying a bathroom when they need the toilet.</i>	Recognises the moon at different phases – that they are all the moon.
Categorising objects based on texture or appearance when experiencing actual object, e.g., hard/ soft, rough/ smooth, shiny/ dull.	Understands that the sun is always there during the day even when cloudy/ not visible. *Knows not to look directly at sun*
Identifies and collects objects required for a particular task, e.g., collects a spoon if instructions state mixing.	Understands their impact on the movement of an object and its speed, e.g., that if pushed or thrown harder it will go further.
<i>Able to name and identify general features of locations when looking at photos, e.g., a beach, the sea, flats, shops, mosque, church (PC Band 4).</i>	Able to identify and sort objects that are magnetic/ not magnetic using magnets.
Recognise and name different weather types and record over time with an adult.	
Begins to recognise that shadows are the result of a light source being blocked or disrupted through practical investigation (SEB4).	



# The World Around Us

## Working within Band 5

Skill	
Comments using multiple senses on a particular environment, e.g., what can we see, feel, hear at the park or at the farm?	Able to discuss why a surface may cause an object to move faster or slow, e.g., it is rough or smooth.
<i>Identifies/ names places within school or community that are used for specific purposes, e.g., we can buy food from Tesco.</i>	Recognises a variety of ways objects can move, e.g., pushing or pulling, by a motor powered by electricity, blown by air, rolling down a sloped surface, magnetic force.
Able to identify similarities and differences between materials and objects (SEB5).	
Identifies similarities and differences between familiar plants and animals, e.g., fur or not, shape of leaves, number of legs, wings or not.	
Recognises changes from one season to another.	
Understands that we need light to see and able to identify a range of sources of light – natural and man made.	
Observes and copies sound patterns using a range of materials.	
Able to name some planets in the Solar system including Earth.	

# The World Around Us

## Working within Band 6

Skill	
<i>Identifies key features of a variety of different environments in discussions, including ones like their own environment and ones which are very different, e.g., cities vs countryside.</i>	Discusses how space travel is possible in simple terms and what the moon is made of.
<i>Follows simple directional language to move around an environment, e.g., forwards, backwards, left, right.</i>	Explores the effects of levers and pulleys on the movement of objects, showing understanding of how to use them following a demonstration.
Comments on changes in materials as a result of their actions, e.g., mixing, heating, cooling (SEB6).	Labels poles of magnets as North and South and explores how they repel and attract each other.
Observes and comments on change of plants and animals over time, e.g., life cycles, planting and growing, including decay.	
Handles plants and animals with care and show understanding of what they need to survive.	
Names seasons based on visual representation and identifies key features of different seasons.	
Relates changes in length of daylight and night to seasonal changes, i.e., more hours of daylight in summer.	
Observes ways of changing sounds using different surfaces and materials, observing the impact of a softer material on the sound made compared to hard.	

# The World Around Us

## Working within Band 7

Skill	
Describes changes across the British seasons, including how day length varies and changes over time.	<i>Able to name the country we live in and what continent it is on, and our capital city as well as that of at least one other country.</i>
<i>Looks at simple drawn maps of familiar environments and identifies key places, e.g., finds kitchen on map of the classroom, the park on a simple map of the area around school.</i>	<i>Names of describes a range of countries featuring different environments, using geographical terminology with some support.</i>
Names man-made and natural materials and identified which of these an objects is made from.	Begins to recognise that light travels in straight lines and how this is disrupted with objects to cause reflection or shadow.
Describes and groups materials based on properties, e.g., hard, soft.	Begins to recognise that sounds get fainter as the source is moved further away.
Identifies and names a variety of common garden plants and trees.	Understands that the sun moves across the sky during the day and it's setting is the beginning of night.
Identifies and labels parts of a plant on a diagram, including trees.	Understands the concept of resistance, recognising that objects fall slower in water than when dropped in air or move slower over particular materials and why in simple terms.
Identifies a variety of animals from all groups, e.g., reptiles, mammals etc and carnivores, herbivores and omnivores.	Recognises and predicts objects that are magnetic or not.

## Working within Band 8

<b>Skill</b>	
<i>Looks at maps of local area and identifies key features, e.g., roads, buildings places such as parks.</i>	<i>Able to name and locate all 7 continents and five oceans.</i>
<i>Identifies and uses functionally points of a compass.</i>	<i>Able to name and locate all 4 countries of the United Kingdom and their capital cities.</i>
Identifies suitable materials for a purpose and compares suitability with other materials.	<i>Discusses hot and cold countries in relation to the equator and North and South Poles.</i>
Explore and comment on how solid shapes and be changed using a variety of physical processes such as bending, twisting, squashing.	<i>Confidently uses a wide range of geographical terminology to describe natural and man-made features or locations.</i>
Compare things that are living, dead or have never been alive.	Discusses and compares seasonal and daily weather patterns in the UK and both hot and cold countries around the world.
Identify habitats and how they suit the animals or plants that live in them.	Able to explain that light travels from objects to our eyes to allow us to see and the importance of protecting our eyes from bright lights.
Describe food chains and how plants and animals source food.	Associates sounds with vibration and recognises that sound travels to our ears.
Observe and describe how seeds and bulbs grow into plants.	Able to name all planets in the solar system and some key features of particular planets, e.g., rings or moons.
Describe the basic needs to animals to survive and reproduce.	Able to describe how a force can change the direction or pattern of movement of an object.

# Pathfinders Skills

## Computing

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Access Online Content	Intentionally explore digital devices	Can control a specific element of their environment.
Make an intentional choice between a limited selection of digital resources.	Make something happen intentionally on a digital device	Recognise that an action produces a predictable result.
		Can follow a single instruction to operate a digital device.

# Computing

## Working within Band 1

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Identify and access online content	Use technology to explore and access content.	Know they can use technology to control things around them.
Make an intentional choice between a selection of digital resources or devices.	Select basic options within a familiar application.	Follow an instruction when operating a range of digital devices.
	Respond to on-screen cues to make something happen.	Recognises success or failure of an action.

# Computing

## Working within Band 2

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Understand they can access the same content on different devices.	Independently operate a digital device to fulfil a familiar task.	Can follow simple instructions in order to operate digital devices.
Recognise that there are different technologies that serve different purposes.	Create their own simple digital content.	Give an instruction to control a digital device.
Identify the appropriate technology from a limited selection to fulfil a task.	Choose media from a selection for a given purpose.	Try another approach if the first doesn't succeed.

# Computing

## Working within Band 3

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Can find information on familiar websites.	Use a range of technologies in and out of school.	Follow a sequence of instructions to operate a digital device.
Understand that they can create digital content.	Select media to convey information.	Give simple instructions to control a range of digital devices.
Choose the appropriate technology to fulfil a given task.	Present information by combining media, with support.	Understand that digital devices can be controlled in different ways.
Are aware that some online content is inappropriate.	Demonstrate understanding that information and media can be stored on a digital device.	Appreciate that changing instructions can change outcomes.
Are aware that information can be public or private.		Can identify the steps of a known task.
		Try alternative approaches in order to achieve a goal.



# Computing

## Working within Band 4

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Can find information on the internet using a basic search.	Independently use a range of technologies for different purposes.	Understand that we control digital devices by giving them instructions.
Recognise simple examples of when and why people use technology.	Present information and ideas by combining media independently.	Independently follow a short sequence of instructions to achieve a specific outcome.
Understand they can share digital content.		Can list the steps of a known task in order.
Understand that digital content can be edited.		Creates a sequence of instructions to control a digital device.
Recognise inappropriate content and know they should tell an appropriate adult.		Change instructions to achieve a different outcome.
Recognise what information should be kept private.		Recognise a problem and attempts to solve it.

# Computing

## Working within Band 5

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Uses a range of age-appropriate websites for their intended purpose.	Independently use a range of technologies for different purposes.	Begins to recognise an algorithm as a series of sequenced steps with an end goal.
Identifies technology at home and in the community.	Developing skills to use technology to create by typing, selecting tools and organising their chosen information with support.	Determines the individual steps in a process to achieve a specified goal with support.
Able to share digital content using an appropriate platform with support.	Create content containing visual, auditory and written information with support.	Predicts what will happen at the end of a sequence of instructions with a known digital resource.
Is aware of where digital content is stored and retrieves it with support.		Identifies errors with a sequence of instructions and suggests improvements with support.
Identifies some risks associated with online content and associated safety mechanisms.		
Uses online content purposefully, without deviating from the planned task or website.		

# Computing

## Working within Band 6

<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>
Identifies appropriate websites and uses them for a given purpose.	Independently use a range of technologies for different purposes.	Understands an algorithm is a series of sequenced steps with an end goal and can identify an algorithm when presented with a selection of algorithms and 'pieces of advice'.
Understands the role technology plays at home and in the community.	Uses technology to create by typing, selecting tools and organising their chosen information.	Determines the individual steps in a process to achieve a specified goal independently.
Able to share digital content using an appropriate platform safely.	Create content containing visual, auditory and written information using familiar programs independently.	Predicts what will happen at the end of a sequence of instructions with an unfamiliar digital resource.
Is aware of where digital content is stored and retrieves it independently.		Identifies errors with a sequence of instructions and suggests improvements independently.
Able to identify risks associated with online content and discuss how to access the internet safely.		
Able to identify key online safety 'rules' and follow these at home and at school.		