

PMLD LINK

SUPPORTED BY the MENCAP City Foundation

ISSUE NO. 9

Spring Term 1991

Once again we have a bumper issue of PMLD Link thanks to everyone who has found time to send in their news, views and good ideas. I am sorry that I do not have time to acknowledge all contributions personally, but soon that situation may be remedied when our computer is operational.

In Issue No. 6 I reported that PMLD Link had been given a grant to put its production on a more secure basis. The editorial team - Barry Carpenter, Flo Longhorn and myself - agreed to ask the Consortium for Learning Difficulties (as it then was) to take us on as one of their projects. The cost of producing and sending the newsletter was worked out and it was decided to put all the information on computer. However, as you will see from the note in this issue the Consortium - alias Resources for Learning Difficulties - which was taken over by Hammersmith and Fulham when ILEA was disbanded, is now to be closed down. Its services and materials will be greatly missed, and not only by schools in and around London. This has left PMLD Link in a rather more precarious situation than we had hoped, but it is now the proud possessor of a BBC Computer with appropriate software on the way. Rod Boyes of Brilliant Computing has been acting as consultant, and it is hoped that a PMLD Link Editor's Manual can be written so that anyone can take over the administration quite easily when necessary.

We now have well over 200 subscribers - but not everyone who has been receiving this year's issues has yet paid up. PLEASE send your 1990/91 subscriptions as soon as possible and if you are not sure whether or not you have paid, do telephone 071-788-1336. There should be someone there most of the time who can tell you whether or not you have paid this year's subscription.

This issue is as varied as ever, but foremost among the articles are those about Veronica Sherborne and her work. These articles just missed the last issue, but those of us who have used her approach will be reassured to know that there are plans to perpetuate and carry forward her work. Sherborne Movement has always had a central place in my timetable for pupils with pml and I have found it an ideal way to develop the communication curriculum as well as the more obvious movement curriculum. It is an infinitely versatile way of working and I have introduced it wherever I have been involved with these pupils. Do write and tell us if you use it, or alternatively if you would like to start using this approach.

The national curriculum is still well covered in this issue, with many useful examples provided. The last three pages before the subscription form at the back of this issue can be pulled out and (if I have worked it out correctly) should fold over to make a booklet.

Thank you again, to all contributors for your articles. Don't stop writing - we need new articles for the Summer Term issue by next half term please!

Carol Ouvry

Veronica Sherborne

I felt I would like to write a little bit for PMLD Link, following the death of Veronica Sherborne on September 18th.,1990.

During the latter years of her work Veronica had become increasingly interested in children and adults with pmlD.

I have been using some of her ideas with my own group of young people with pmlD for quite a while now and would be more than pleased to share experiences and ideas with anyone who might be interested.

Veronica has been referred to as 'the gentle mentor'- how well that describes her. Those of us who have worked with her and value her teaching will miss her tremendously- her death will leave a void, but that must fire us with even more determination to ensure that her work goes on and continues to be valued.

Cyndi Hill,



All in a hug . . . Veronica Sherborne and a fellow teacher hold children with special needs in the familiar warm embrace that always marks the end of therapy sessions in movement and dance

Veronica (Tyndale-Biscoe) Sherborne born July 28th, 1922,
died September 18th 1990.

Footnote: It is hoped to form a Movement Centre to celebrate and sustain the work of Veronica Sherborne. For further information please write to Cyndi Hill, 1, The Vale, Parkfield, Pucklechurch, Bristol, BS17 3NW.

1 The Vale,
Parkfield,
Pucklechurch,
Bristol,
BS17 3NW

October 29th 1990

THE VERONICA SHERBORNE MOVEMENT METHOD

Following the sad and totally unexpected death of Veronica Sherborne on September 18th 1990, her daughter, Sarah, is concerned that her mother's life's work should not be allowed to diminish in any way.

Over the past few years Veronica felt she needed more time to devote to writing about her work. Her book "Developmental Movement for Children", which is published by Cambridge University Press (1990) is now available and is soon to come out in its second edition, the first edition having almost sold out. During this time we (George and Cyndi Hill) worked very closely with her running many of the practical workshops and courses which she was asked to undertake, both at home and abroad.

As a result of this, and our own personal resolve to keep Veronica's work alive, we have undertaken, with Sarah's agreement to do all we can to maintain the momentum and interest in the Sherborne Movement Method.

Veronica has been referred to as 'the gentle mentor' - how well that describes her! Those who have worked with her and value her teaching will miss her tremendously. Her death will leave a void, but that must fire us with even more enthusiasm and determination to ensure that her work goes on and continues to be valued.

If you are involved with, or are using the movement in any way we would be very interested to hear from you - also if you need any information or have any enquiries concerning Veronica's work in the future please do not hesitate to contact either:-

Sarah Sherborne or
34a Bridge View
Hammersmith
London
W6 9DD

George & Cyndi Hill
1 The Vale
Parkfield
Pucklechurch
Bristol
BS17 3NW

Tel: 081 741 9806

Tel: 027582 3647

This letter is being sent to all of the addresses in Veronica Sherborne's movement address books.

DEVELOPMENTAL MOVEMENT FOR CHILDREN

Veronica Sherborne
Cambridge University Press 1990 £6.95

"Now the time has come for me to write about my work myself:" so concludes Veronica Sherborne in her introduction to this long-awaited book. For years Veronica promised that she would write down her thoughts and experiences of movement education for children with special educational needs. Apart from two chapters (Groves, 1979; Upton, 1979), and several films and videos (Concord Film Council) we had no detailed record of the illustrious career, spanning some thirty years, of this gifted special educator.

How fortunate that Veronica did spend time in her semi-retirement compiling her book. "Developmental Movement for Children" appeared in July 1990. On September 18 1990 Veronica Sherborne died.

We are privileged to have this testimony to her life's work. It is something tangible to cling onto; to guide us as we explore the potential of movement for children with special needs.

The charisma Veronica showed in her many workshops throughout the UK and abroad, is to be found on every page of her book. The 'child' is central to the whole text, with some wonderful pictures of children throughout.

In her later years Veronica discovered the application and relevance of her movement method for mainstream pupils too, (indeed many of us have found Sherborne Movement to be the ideal facilitator for integrated, shared learning experiences between mainstream children (of all ages) and their peers with special needs). This book explores the value of movement for pre-school children, children in mainstream school of whatever ability and those in special schools or units.

Veronica Sherborne had a unique vision for the teaching of movement. She demonstrated that two primary needs of children - to feel at home with their own bodies, and to be able to form relationships - could be achieved through good movement teaching. Hence the emphasis, right from chapter one, on the development of relationships. The sensitivity and warmth that can be engendered through this approach; child to child; teacher to pupil, is epitomised for me in the photograph of Veronica herself with a profoundly deaf child (page 7).

The theoretical base for this approach, Laban movement analysis, is discussed in chapter three, followed by a helpful fourth chapter on observation of movement. From there the book flows on with a discussion of the content, structure and methods of movement teaching. Particular attention is given to children who present "special challenges:" the autistic, hyperactive and disturbed. The summary of activities in appendix 1 provides a useful basis for teaching programmes.

This book is a rich resource of practical approaches for the teaching of movement to any child. For those who knew and worked with Veronica Sherborne this book will serve to remind us of the wisdom of a great teacher. For those who have yet to discover the joys of Sherborne movement may you be inspired to explore with the children you teach the sense of achievement and fulfillment to be gained from developmental movement.

Barry Carpenter
Inspector (Special Educational Needs)
Solihull LEA

M
SVERONICA
SHERBORNE

MEMORIAL DAY

M
SSaturday May 11th, 199110-00am - 4-00pm
atWESTHILL COLLEGE,
WEDLY,
PARK ROAD,
SELBY OAK,
BIRMINGHAM.PROGRAMME

10-00 - 10-30

Arrival and Coffee

10-30 - 11-30

Movement Session

11-30 - 1-00

Extracts from Veronicas
films/videos and
using the movement
(open session)*

1-00 - 2-00 Lunch

2-00 - 2-45

Tributes from home
and abroad2-45 - 3-30 Movement session
and closing reading

3-30 - 4-00 Tea.

THE SHERBORNE MOVEMENT FUND

The fund has been set up, based on donations already received to facilitate the continuation of Veronica's work. Any residue from this day will go towards the fund.

The proposed purpose of the fund is to promote the work of Veronica Sherborne in terms of:-

1. Correspondence and communication concerning all aspects of Veronicas work - the distribution of her books, articles, videos and information etc.
2. The running of courses / workshops
3. The setting up of an 'International Family of Movement'
4. The creation of a foundation to support courses and research into the 'Sherborne Movement Method' and finally:-
5. - a dream for the future - The setting up of a

Sherborne Movement Centre

somewhere in Bristol, which would be used for courses, meetings etc. and which would house Veronica's library and movement archives.

The fee for the day is

£15

Further information from:

Ken Jones. 39. Hillside Rd.
Redcliffe Bay, Portishead,
BS 20 8EU

The team that produces learning resources for pupils with moderate and severe learning difficulties is closing at the end of March 1991. Resources for Learning Difficulties supply a variety of excellent materials that have been designed by teachers and are well tested in the classroom. These include several items designed specifically for pupils with PMLD, some of which are now available through LDA (e.g. Galaxies) but others will no longer be available once existing stocks are gone. Have you got a copy of Make it Simple, Body and Voice, Fun Fair, Seaside and the new Tactile Books? Send immediately for a free catalogue to: Resources for Learning Difficulties, Jack Tizard School, Finlay Street, London, S.W.6 6HB or telephone 071-736-8877.

Don't miss out - the team closes at the end of March!

NEW BOOK NEWS

Special Education and the National Curriculum

From September 1990 all special schools, including those for pupils with severe and complex learning difficulties, are required by law to implement the National Curriculum. Manchester Education Committee seconded four special teachers to Manchester University to prepare a detailed study of the implications of recent legislation on these children.

David Fulton Publishers

2 Barbon Close Great Ormond Street London WC1N 3JX Tel. (071) 405 5606

Developmental Movement for Children

Mainstream, Special Needs and Pre-School

by

Veronica Sherborne

Former Senior Lecturer in Special Education, Bristol Polytechnic

CAMBRIDGE UNIVERSITY PRESS

The Curriculum Challenge

Pupils with Severe Learning Difficulties and the National Curriculum

Rob Ashdown, St. Luke's School, Scunthorpe, Barry Carpenter, Inspector for Special Education, Solihull and Keith Boyair, Lady Adrian School, Cambridge

We are a group of Cheshire teachers of children with profound and multiple learning difficulties who set up a working party approximately 18 months ago. Initially our aim was purely to provide some form of communication and information exchange between the PMLD teachers in the 8 SLD schools.

Coming from a Manchester school where links were excellent, I felt isolated in Cheshire, a large county, particularly teaching PMLD children where one needs the contact with others working in the same field.

Coming into contact with another PMLD teacher during a joint INSET day, I was delighted when she suggested meeting together. We contacted the teachers from the other schools and held our first meeting after school where we spent two hours discussing anything and everything concerning PMLD children. We held subsequent half-termly meetings in different schools where we could see equipment, room layout etc. We chose specific topics to discuss to give the meetings a focus - light stimulation, assessment, physiotherapy etc.

After looking at various PMLD curricula we decided to write our own Cheshire schools PMLD curriculum. With the implementation of National Curriculum into schools we modified our curriculum to include headings of English, Mathematics, Science, and Technology. Our County advisor funded us three days in which to meet, and after much discussion and deliberation we eventually completed our task. We were fortunate to have a former secretary as one of our group members and she quickly typed our completed curriculum onto Annual Review disc.

We have since discussed Programmes of Study and methods of recording and one of our group members has been given 6 months secondment in which to develop the PMLD curriculum throughout the county and promote good practise in PMLD classes, including writing Programmes of Study. I enclose an example of one of these.

We have been fortunate in Cheshire to discover and develop this link and therefore to improve conditions for children with PMLD, and on behalf of our group would welcome any comments from teachers in other counties.

P.J.Edis

Park Lane School,
Park Lane,
Macclesfield,
Cheshire
December 12th, 1990

P.S. Having just read the articles about National Curriculum and PMLD pupils in the newly arrived PMLD Link I would like to clarify our philosophy, which lies somewhere in the middle. We wanted to continue to use a curriculum meaningful and relevant to our children while at the same time not enabling them to be labelled ineducable, so without any guidance from the National Curriculum Council, this is what we have tried to do.

Art and Craft

Programme of Study

Activities should include opportunities to:

build up an extensive variety of art experiences with various art forms and the mastery of basic skills in a stimulating and challenging environment,->decision making

experiment with different media - paint,crayon,pastel,wood,different papers,cloth,clay,textiles etc

experiment with different techniques eg printing brushwork,modelling,gluing,cutting,tearing,carving

work with and begin to understand tone,colour,texture,pattern and shape,contrast

respond to a variety of examples of visual art eg Western,Oriental,Primitive,Medieval, Modern

evaluate and appraise finished work, develop ideas of observation and description

handle a wide variety of tools and begin to select the correct tool and media for each task

assist planning,designing and constructing 2D & 3D creations through play/experimentation - children can think and discover things for themselves

reinforce body imagery by interlinking other activities eg finger painting reinforced by songs and rhymes about hands/clapping/movement activities/discussion and counting of fingers/ comparison of hand sizes/use of hand and finger

use large and small space eg different paper sizes

communicate emotions and feelings - fear/hate/ love/joy and develop personal expression

Science

A.T.1
A.T.6

Maths

A.T.1
A.T.2
A.T.10
A.T.11
A.T.12
A.T.9

English

A.T.1
A.T.5

Technology

A.T.1
A.T.2
A.T.3
A.T.4

Light Room

Programme of Study

experience a range of visual contrasts - brightness and darkness, using candles, disco lights, torches, various light equipment etc

experience a range of moving lights from various sources eg rope light, mirror ball, bubble tube, panoramic rotator, fairy lights; in a range of positions

experience a range of coloured lights from various sources eg fibre optic sprays, variscanners, pinspots etc in a range of positions

use a variety of switches to affect light environment

develop visual tracking skills using panoramic rotator, tracking tube, rope light etc

develop eye contact with others face and look at highlighted objects to assist development of fixation and visual attention

Science

A.T.1
A.T.12
A.T.15

Maths

A.T.1
A.T.9

Technology

A.T.3
I.T.

English

A.T.2

Multi-sense Movement

Programme of Study

Auditory Stimulus

experience all kinds of musical instruments and sound makers; listen to all kinds of recorded and live music; use childrens own tapes

Visual Stimulus

experience a variety of visual materials according to teaching focus - materials/foil/streamers/bubbles/balloons/ribbons/candles/feathers/parachute etc

Tactile Stimulus

linked with visual stimulus - experience wide variety of materials with tactile quality including paper eg tissue, veleveten etc and material eg velvet, silky etc

Movement Experience

experience wide variety of kinaesthetic experiences - bouncing, rocking, spinning, swinging, rolling, sliding, curling, stretching etc

Science

A.T.1
A.T.2
A.T.3
A.T.6
A.T.10
A.T.14

Maths

A.T.1
A.T.9

English

A.T.1
A.T.2
A.T.5

Essex County Council

Tye Green School

Tendring Road
Harlow
Essex CM18 6RN

Headteacher: Mrs. S. M. Wheeldon

Telephone: Harlow (0278) 423670

5th November, 1990



We would like to point out that the views expressed in the document headed "SCHOOL AIMS" that we sent to you recently are those of the headteacher and teaching staff at Tye Green School. They do not necessarily reflect the policy of the local education authority or the views of other S.I.D. schools in Essex.

With reference to the second example quoted on page 3 of the document we feel that it would be fairer representation if you had the advantage of seeing the whole example and we therefore attach a copy of the page as distributed to us. We apologise if this paragraph was seen as being used out of context.

Sally Wheeldon
Headteacher

Example of part of a shadow of a pupil with profound and multiple learning difficulties

TIME	ACTIVITY	TIME-TABLE	AREAS OF NAT. CURRIC.
	<p>Teacher slowly removes squeaker from left hand and moves it to the right hand. "It's going now, it's going over here" T. squeaks toys on Gareth's right hand and prompts his hand onto it. G moves his head towards the toy "will you search for him over here?" G. squeezes the toy.</p> <p>"Good Boy" G.smiles. "Search for him" T. squeezes the toy herself. T.strokes G's right hand and says "search with this hand"</p> <p>G puts his right hand on the squeaker and moves his hand about.</p> <p>"Good boy, squeeze him"</p> <p>G. moves his head towards the toy and puts his right hand back on it. His hand comes off the toy and T.prompts it back on"Good boy" G.smiles.</p> <p>"Take him away now" as T.takes squeaker away. "This is what I've got, your favourite, listen" T.introduces switch, presses it in front of him and then puts it by his left hand. T.strokes his left hand "You find it, search for it with this hand" T.strokes hand again G.raises his left hand and touches the switch.</p> <p>"Oh clever boy"</p> <p>G.moves head towards the switch and presses it again. "Clever boy".</p>		<p><u>P of S</u> <u>English</u> Speaking & Listening KSI development of listening in non-reciprocal situations. securing responses to visual and aural stimuli. giving and receiving simple explanations, information and instructions. the development of the use of technology as an alternative to speaking and listening.</p> <p><u>Science</u> Promote at first hand the exploration of objects and events. experience the range of sounds in their immediate environment and find out about their causes and uses.</p> <p><u>Maths</u> <u>Using and applying Maths</u> using materials for a practical task. making predictions based on experience.</p> <p><u>Handling Data</u> recognise possible outcomes of random events.</p> <p><u>Technology Design & Technology Capability</u> recognise that control involves making things work as desired.</p> <p><u>IT Capability</u> that IT can be used for tasks that can often be accomplished by other means. control everyday items.</p>

"The Nutcracker" comes to Grimsbury Park

'The performance of dances is not restricted to the stage (p9).....it is not the artistic perfection or the creation and performance of sensational dances which is aimed at, but the beneficial effect of the creative activity of dancing upon the personality of the pupil' ...(pp 11-12)

Rudolf Laban. Modern Educational Dance - MacDonald & Evans Ltd. 1975.

At the school where I work, which is for children with severe learning difficulties, we place high priority on enabling everyone to become actively involved in creative activities. Whenever possible we invite exponents of the arts to come into school to work with the pupils/students. We also ensure that our young people with pmld are also included in these activities.

In November 1989 the English National Ballet Company visited Bristol. One of the ballets being performed was "The Nutcracker". Whilst they were in the area the company were also involved in working in schools. We were delighted when we were invited to be part of that project. Jasmin, a dancer, and a musician came into school on three occasions and we 'danced' through themes from 'The Nutcracker'. These themes included a mouse dance, a chinese dance, a snowflake dance and a spanish dance.



For the last session Jasmin had brought many ballet costumes into school. The children were delighted when they were able to try them on....(How the dancers move let alone dance, in all those bones and straps I will never know!)



Prior to the sessions we had had meetings with Jasmin and the musician and the project culminated in a visit to the theatre for a special performance of 'The Nutcracker' for all the young people in the area who had been involved in the overall project.

We were also given a comprehensive work pack which contained many ideas for classroom activities and very interesting information concerning the work of a ballet company.

As this was our first experience of this type of activity this particular project was confined to our young people in the Lower and Middle school.

However it was agreed that it was such an enriching and worthwhile experience for everyone who took part, staff and pupils alike, that we hope to repeat it during the Spring term of 1991, but this time have the artists working with us for a week and to involve the whole school.

I will let you know how we get on!

Cyndi Hill, Grimsbury Park School,
Tower Rd. North, Warmley, Bristol, BS16 2XL.

The Resource Room and PMLD Provision

At Alexandra Priory School, Camden, we have taken an innovative approach towards providing support for PMLD pupils in the school. As in many SLD schools these pupils are integrated into the 'mainstream' classes and are either withdrawn for group/individual sessions, or are supported in their base class.

Since September, however, the concept of the Resource Room has been employed to provide a focus for this work as well as act as an accessible store for PMLD teaching resources. This latter aspect of the room's function involves the provision of a central bank of resources, including electronic equipment, computer software, 'home made' teaching aids and a sensory bank. Class teachers are thus able to come to the room and sign out items needed for teaching PMLD pupils in their class groups.

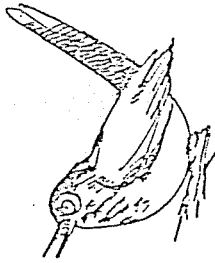
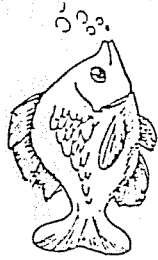
The main advantages of having a separate space for teaching alongside this resource base are threefold:

- it allows for the construction and maintenance of an environment designed specifically to meet the needs of the pupils selected for teaching sessions, with a whole range of aids to learning close to hand. Through the repetition and consolidation of teaching strategies, pupils thus come to associate specific experiences with the room (and with those aids), thus consolidating the learning process.
- the process of assessment and planning is made easier - for the same reason of ease of access to resources and suitability of environment - enabling the support teacher to provide valuable information to other teachers in their work with PMLD pupils in the class setting, as well as facilitating better planning of individual programmes.
- having 'significant space' (in our case a classroom) set aside for this purpose raises the status of the teaching of PMLD pupils within the SLD school, acknowledges that a specialised approach is needed for PMLD pupils and draws together the expertise within the school so that a more coherent approach to their needs results.

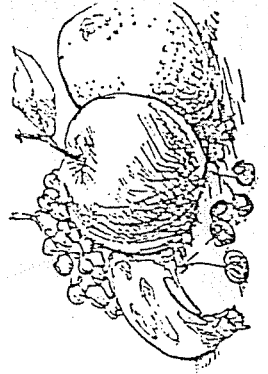
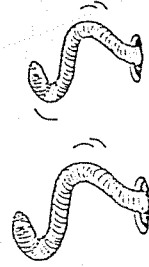
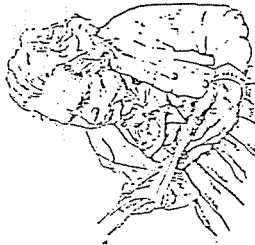
Once one has allocated a decent sized space to be the resource room, getting it up and running is actually fairly straightforward. Adequate storage space for all resources needed is, of course, a pre-requisite. An inventory and a 'signing out' system are also important.

One can then go ahead and structure a timetable for the room's use after consultation with class teachers and careful consideration of all the PMLD pupils' needs. As support teacher based in the resource room, my timetable is a mixture of work in the room and elsewhere (such as the dark room) and other teachers are free to use the room for appropriate work with PMLD pupils from their class group.

The establishment of a resource room, then, represents an approach that provides a model for meeting the needs of PMLD pupils in an integrated SLD setting that is both flexible and comprehensive. At Alexandra Priory, our initial experience of implementing this approach suggests that it is a very effective one.



THE LIVING WORLD



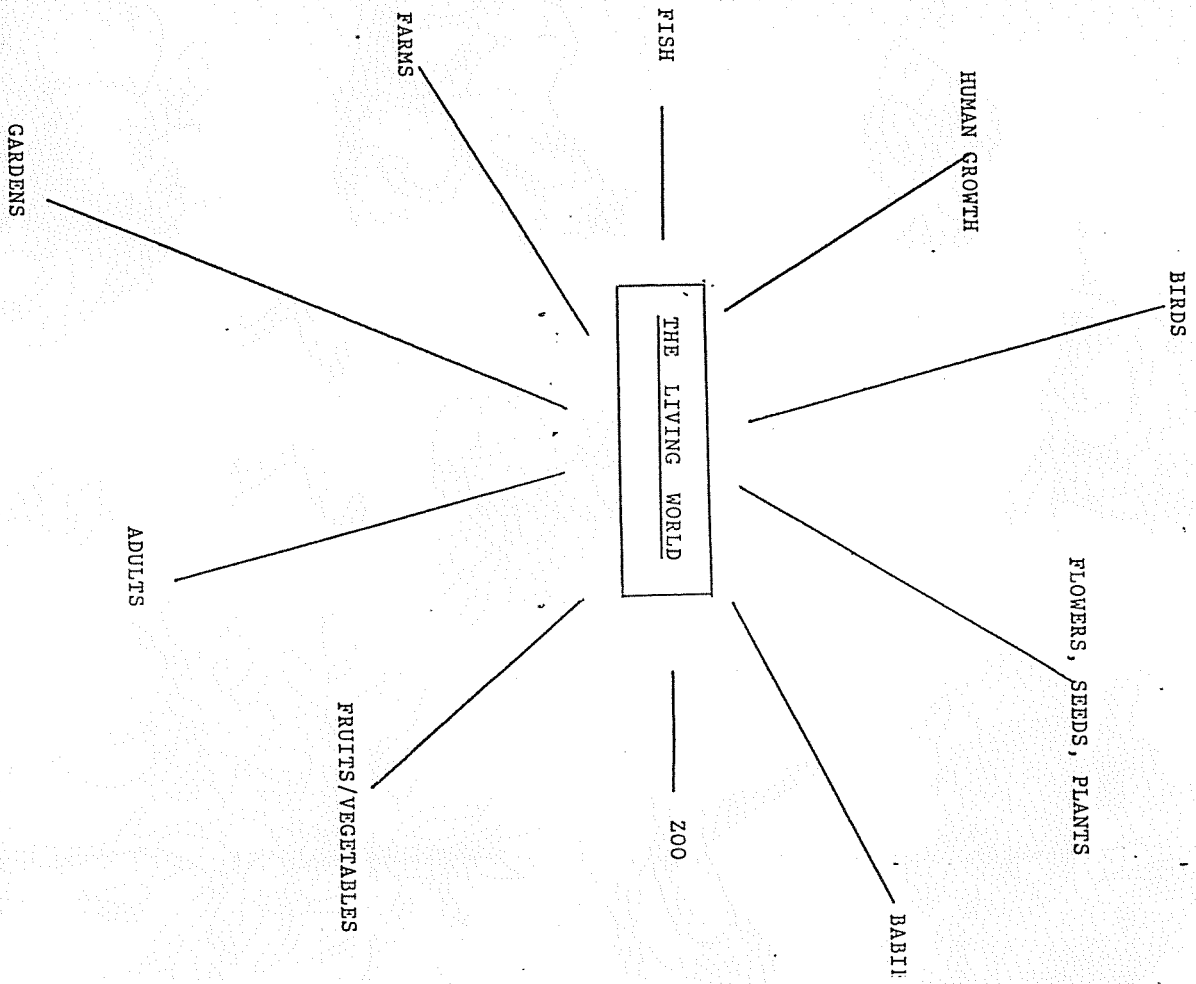
THANKS

THIS RESOURCE PACK HAS BEEN COMPLETED WITH THE HELP AND SUPPORT OF THE FOLLOWING HOPE SCHOOL STAFF:

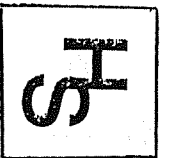
MRS. LESLEY ROBERTS

MRS. KATE GALLOWAY

MRS. WENDY LAWLER



Metropolitan Borough of Wigan



Education Committee
HOPE SCHOOL

Scott Lane,
Wigan,
WNS 0PN

Telephone: Wigan 222018

November 29th, 1990

Head Teacher: Mr. P. Dahlstrom M.Ed.

Carol Ouvry,
P.M.L.D. Link,
2 Rotherwood Road,
Putney,
London
SW15 1JZ

Dear Colleague,

Enclosed is a resource pack for cross-curricular themes for P.M.L.D students, linked directly to Records of Achievement, plus the National Curriculum.

This is a sample pack which may help other colleagues with ideas. These themes are compiled termly by myself and the class teachers in the department.

If I may explain further, the sheet headed 'Music' is a sheet for the class teacher to fill in on all areas of the curriculum in respect of the ongoing theme i.e. responses developed by the student, attainments etc. These themes are in conjunction with the whole school approach.

The National Curriculum checklists are completed when each theme comes to an end, with space for comments for the class teacher, in order to explain attainments/experiences etc.

May I just say that this system is constantly being reviewed.

Hoping that everyone will find this useful,

Yours sincerely,

L. ROBERTS
Head of P.M.L.D Department

LINKING THE THEME INTO THE NATIONAL CURRICULUM

SCIENCE/COOKERY/TECHNOLOGY

Hot/cold popcorn, herb massage, worm digging, spices, smell and taste, cooked and raw, sweet and sour, salads, dairy products, dough weighing using the computer.

ART/CRAFT/DESIGN

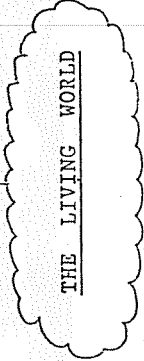
waxing leaves, pressing flowers, splatter prints, leaf tiles, seed design, printing with vegetables/fruit, fish, face paints, collecting and displaying herbs etc. mobiles wormery, window gardens

PHYSICAL

walking, being pushed over the cobbles, grass etc. massage, hydrotherapy, splash pool

MATHS

To explore various textures, hard/soft, hot/cold, cooked/raw exploring, big/little, tall/short, light/heavy, rough/smooth, collecting sets of



MUSIC

music, movement, massage to music, finger rhymes about Living World, multi-sensory approach, create an environment

EDUCATIONAL VISITS

TO SEE, TOUCH, LISTEN, SMELL, garden Centre, Haigh Hall, Zoo, Martin Mere, fruit picking, cattle farm, walled garden, duckpond, aquatics centre, grass cutting.

LANGUAGE/COMMUNICATION

naming/describing fruit, vegetables, animals, birds, stories about living things, animal noises, smells, taping sounds, reconstructing events

GEOGRAPHY/HISTORY

Baby to adult, growth of seeds from planting to growth, recall of outing, recognition of landmarks, sequence of timetable, travelling over various terrains.

PUPIL ATTAINMENT TARGET RECORD

THEME: _____

MUSIC

SCIENCE

NAME: _____

KEY: Experienced Working on Achieved

STUDENTS NAME:

A.T. 1	EXPLORATION OF SCIENCE	1:1	1:2
A.T. 2	VARIETY OF LIFE	1:1	
A.T. 3	PROCESSES OF LIFE	1:1	
A.T. 4	GENETICS AND EVOLUTION	1:1	
A.T. 5	HUMAN INFLUENCES ON EARTH	1:1	
A.T. 6	TYPES & USES OF MATERIALS	1:1	
A.T. 7	MAKING NEW MATERIALS	1:1	1:2
A.T. 8	EXPLAINING HOW MATERIALS BEHAVE	1:1	
A.T. 9	EARTH & ATMOSPHERE	1:1	1:2
A.T. 10	FORCES	1:1	
A.T. 11	ELECTRICITY & MAGNETISM	1:1	
A.T. 12	SCIENTIFIC ASPECTS OF I.T.	1:1	
A.T. 13	ENERGY	1:1	1:2
A.T. 14	SOUND AND MUSIC	1:1	
A.T. 15	USING LIGHT AND ELECTRO RADIATION	1:1	1:2
A.T. 16	THE EARTH IN SPACE	1:1	1:2 1:3

PHYSIOTHERAPY

D.L.S/COMMUNICATION

FOOD TECHNOLOGY

CREATIVE ACTIVITIES

EDUCATIONAL VISITS

ANY OTHER COMMENTS

PUPIL ATTAINMENT TARGET RECORD

ENGLISH

KEY: Experienced Working on Achieved

STUDENTS NAME:

A.T. 1	1:1	1:2	1:3
SPEAKING AND LISTENING			
A.T. 2	1:1	1:2	1:3 1:4
READING			
A.T. 3	1:1		
WRITING			
A.T. 4	1:1	1:2	1:3
SPELLING			
A.T. 5	1:1		
HANDWRITING			

PUPIL ATTAINMENT TARGET RECORD

TECHNOLOGY

KEY: Experienced Working on Achieved

STUDENTS NAME:

A.T. 1	1:1	1:2
IDENTIFYING NEEDS AND OPPORTUNITIES		
A.T. 2	1:1	
GENERATING A DESIGN		
A.T. 3	1:1	
PLANNING AND MAKING		
A.T. 4	1:1	1:2
EVALUATING		
A.T. 5	1:1	1:2
INFORMATION TECHNOLOGY CAPABILITY		