



FIVE ACRE WOOD SCHOOL

Growing and Learning Together



Curriculum Handbook Key stages 1-4

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EveryMomentMatters



PupilsFirst



TogetherStronger

Five Acre Wood School - Curriculum Handbook

(Key Stages 1 – 4)

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INTENT


School Vision

“Five Acre Wood School is a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. Firm foundations and strong partnerships provide the platform for dynamic, challenging and personalised learning pathways, preparing our students for their life journey.”















1. Aims

Our curricular aims are best summarised in the following series of diagrams, which share our vision of the universal body of knowledge, skills and understanding that pupils leaving Five Acre Wood will have acquired and, bearing these principles in mind, the type of curriculum which they will need to be offered.

Pupils Leaving Our School Will....

 <p>Independent Thinking & Learning</p> <p>Have secured independent thinking and learning skills that can be transferred to adult life (and possibly employment)</p>	 <p>Communication</p> <p>Be able to communicate with a wide range of people</p>	 <p>Control & Influence</p> <p>Have increasing control and influence over their own lives</p>	 <p>Enjoy Learning</p> <p>Enjoy learning in the school environment and beyond</p>	 <p>Key Skills</p> <p>Have reached appropriate levels of functioning in their key skills</p>
 <p>Qualifications</p> <p>Have college standards/ SSPI requirements/ a range of nationally recognised qualifications</p>	 <p>Confidence</p> <p>Feel confident and self assured</p>	 <p>Creative & Adaptable</p> <p>Be creative and able to manage change</p>	 <p>Relationships</p> <p>Be able to forge positive relationships with other young people and adults</p>	 <p>Healthy</p> <p>Be aware of the importance of a healthy lifestyle and choice, and their own medical needs</p>
 <p>Values</p> <p>Support the values of the school and the wider community</p>	 <p>Respect</p> <p>Respect other cultures, religions and genders</p>	 <p>Proud</p> <p>Be proud of their achievements</p>	 <p>Manage Transition</p> <p>Feel supported by all partners in making the transition to the next stage of their lives</p>	

Our School Meeting These Needs Will....

 <p>Multi-Agency Approach</p> <p>Adopt a multi-agency approach to learning and value the contribution of all partners</p>	 <p>High Quality</p> <p>Focus on high quality learning and teaching</p>	 <p>High Expectations & Belief</p> <p>Have high expectations and a positive belief that all things are possible</p>	 <p>Learning Environments</p> <p>Create engaging, challenging, motivating, rewarding and fun learning environments</p>	 <p>Personalised</p> <p>Focus on meeting the individual needs of pupils through a personalised approach</p>
 <p>Research & Innovation</p> <p>Encourage creative thinking, research and innovation to find the best ways of helping pupils to learn</p>	 <p>Resources</p> <p>Manage resources effectively and efficiently</p>	 <p>Highly Skilled Staff</p> <p>Develop highly skilled staff with a range of expertise and experience</p>	 <p>Safe And Caring</p> <p>Provide a safe, caring and welcoming learning environment</p>	 <p>Enrich</p> <p>Enrich the curriculum through out of hours activities and residential experiences</p>
 <p>Relationships</p> <p>Develop a good working relationship with parents, carers and families</p>	 <p>Community Support</p> <p>Gain the support and involvement of the local community</p>	 <p>School To School Support</p> <p>Provide support to Schools both locally and Nationally</p>	 <p>Embrace Change</p> <p>Respond positively to change – 'going for the gap'</p>	

It would now be useful to outline the basis upon which these aims have been derived.

2. Rationale And Curriculum Philosophy

A range of influential documents, reports, concepts and research findings have shaped our thinking around how we can best meet the varying needs of our pupils.

‘Curriculum Freedom’

The core commitment to personalising learning for all of our pupils, so as to ensure that their very individual needs are met in the most effective and enjoyable way, acts as the ‘driver’ for our curriculum approach, since *“Education’s starting point should not be about us....it should be about them, their needs, their aspirations and goals”* (Dr Maggie Atkinson, Children’s Commissioner For England, September 2013).

The ‘Every Child Matters’ Agenda demands that the child must be at the centre of the educational process (ECM, 2004), and this document has that instruction as its foundation stone.

Close scrutiny of the rhetoric within National Strategies, Initiatives and Guidelines, juxtaposed with the new National Curriculum (Department For Education, 2014) reveals not only a general relaxation in the prescriptions (Lacey, 2011), but also the fact that as a school we now have full licence to focus on the distinct needs of our pupils, rather than being constrained by an insistence to strictly follow the restrictive ‘terms’ of the National Curriculum per se.

Indeed, the QCA (2009) completely liberates schools, granting us the power to design a curriculum which is suitable for our specific pupils, when stating that *“staff should teach knowledge, skills and understanding in ways that match and challenge their pupils’ abilities.”* This viewpoint is mirrored by Marvin (1998), who maintains that the curriculum is *“the main vehicle through which the match of learning experiences to a child’s individual needs will be achieved.”*

In elaborating further upon how this can be achieved, the QCA (2009) and the common requirements contained within successive National Curriculum Orders, are at pains to clarify the flexibility which schools have to select materials from earlier key stage programmes of study, taught in age-appropriate ways, where necessary, in order to *“enable individual pupils to make progress and demonstrate achievement”* (QCA, 2009). However, these documents also concede that such ‘modifications’ in themselves may fall significantly short of meeting the needs of pupils with learning difficulties and consequently schools have been given the professional freedom to make *“decisions on which content is most relevant, the depth of treatment and how it should be taught”* (SCAA, 1996).

Building upon this notion of curriculum autonomy, it is apparent that we have permission to be as creative as we wish, providing the entitlement to a *“broad, balanced and relevant education”* (DfES, 2001) is met or, in current parlance, a *“broad and balanced”* (DFE, 2015) ‘curriculum offer’ is in place. In order to be *relevant* for an individual with learning difficulties, planning must therefore start from the basis of, and be wholly appropriate to the needs, interests, aptitudes and achievements of pupils. Equally, it is acknowledged that the whole curriculum is broader than the National Curriculum and *“the precise definition of balance will be a matter for debate between those determining priorities for each learner”* (SCAA, 1996). The fundamental relationship

between these principles and the fact that legal entitlement is only meaningful if pupil's are active participants in their own learning, rather than simply being present, lends further credence to the dispensation which we have to sculpt a curriculum which most appropriately meets the personalised needs of our pupil's. In the words of Routes For Learning (2006), our *"pupils have an entitlement to a curriculum and assessment framework which is fit for purpose and meets their specific needs. There is little benefit....if they are included in structures which fail to do this."*

A more common sense approach is even evident in the once rigid 'Kent Agreed Syllabus For RE', which concedes in its 2012 update that in Special Schools, pupils should only "receive Religious Education **as far as is practicable.**"

The emergence of a new National Curriculum framework (Department for Education, 2013) has continued to endorse this creative freedom, as evidenced in the statutory 'inclusion' statement, which maintains that:

"A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them."

This stance clearly recognises that some pupils will not be able to study what everyone else does. Turning this standpoint completely on its head, we take it to mean that it is only in 'many cases' that pupils will be able to study the full National Curriculum: an expectation which is clearly neither a requirement of, nor appropriate for, pupil's placed within the exceptional context of a special school catering for those described as having profound, severe or complex needs, many of whom are achieving at levels below the National Curriculum! As Imray (2010) so eloquently expresses, within our specialist environment "it is not the responsibility of the child to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each child."

Paying heed to the advice offered by the Department For Education (2013) to cross reference this position with the SEN Code of Practice recommendations (DFE, 2013) serves to well and truly cement these views in place:

SEN Code Of Practice (August 2014)

“High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children.” (Page 15)

“Special educational provision is....provision that is additional to or different from that made generally for others of the same age. ***This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching....***” (Pages 59-60)

“Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation....Children and young people who have a learning difficulty need more detailed differentiation and....a curriculum broken down into very small steps.”
(Page 63)

The ‘eureka moments’ which jump out of this document, namely the great emphasis that is placed on “detailed differentiation” and “a curriculum that is broken down in very small steps”, coupled with a recognition of the fundamental importance of ‘practical activities’, ‘sensory stimulation’ and integrated programmes, are particularly heartening to note: they offer a ringing endorsement to our core beliefs and their realisation.

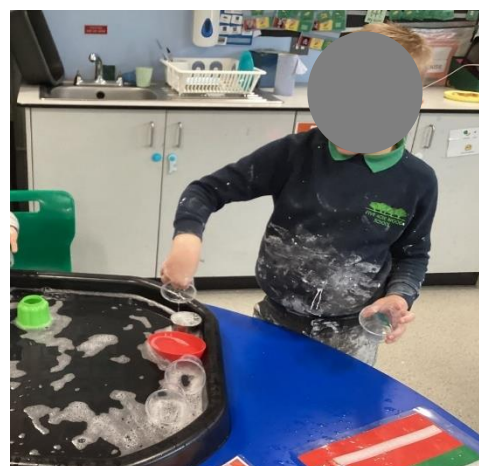
Decisively, this curriculum ‘offer’ has also been upheld by the critically acclaimed insight of Doctor Penny Lacey, former Senior Lecturer In Education at The University Of Birmingham University, when stating *“I’m confident that we have permission to do what we think is right for our learners....I would fight to the death for them to have a personalised curriculum that meets their needs!!”* (2013)

‘The Five Acre Wood Way’

Siphoning the most significant and beneficial parts of these exciting and influential factors has given us the confidence to design and implement our own distinct and separate pedagogical approach to meeting the particular learning needs of our pupils, and targeting key priorities for them as individuals.

We have found this to be the most effective way of ensuring a curriculum that is truly inclusive and accessible for pupils with exceptionally diverse needs, whose attainments span the full range covered by the areas of the engagement model and pre-key stage standards, as well as the initial stages in the National Curriculum.

Our approach is underpinned by the conviction that our pupil’s learn best within a framework of learning intentions and experiences that not only develop their intellectual powers, but also build



their learning capacity, as well as life, interaction, independence, communication, physical control and sensory skills. We are adamant that:

“pupils achieving at the very earliest developmental levels, many of whom have complex physical, sensory and medical needs, are not served well by a curriculum that merely ‘breaks down’ National Curriculum targets or P Scale indicators; they need support in specialist areas, including tactile exploration and the development of a sense of agency.” (Whitefield SAC, 2009)

Moreover, we do not stand alone in our belief that it is not just pupils under five who tend to learn best through play, exploration and interaction with skilled adults (Lacey, 2011); pupils who are chronologically at Key Stage 1 and above may arguably still benefit from, and need, a similar methodology, within a curriculum which resonates with aspects of the Early Years Foundation Stage Curriculum (EYFS, 2013). At Five Acre Wood the majority of learners therefore follow an ‘Early Learning’ curriculum until the end of KS1 (with the exception of sensory learners) following which they move on to one of our three core curricula.

Our curriculum therefore favours a developmental approach in the sense that rather than allowing subjects or themes to necessarily determine (and conceivably hijack) what happens in the classroom, it has been written from the perspective of the ‘core’ skills, knowledge and understanding which our pupils need to learn, enabling ‘learning journeys’ to start from individual pupil’s current strengths and needs. Curriculum content (in the form of an infusion of either ‘themed’ or discrete areas) is then used to provide a rich, co-ordinated and meaningful context in which pupils can practise, connect and embed these skills.

This flexible approach, where skills ‘drive’ the curriculum using a combination of ‘vehicles’, ensures that personalised learning is fashioned in the fullest and most rounded of senses: pupils have extensive scope to build their skill, knowledge and understanding ‘base’, establish connections and apply their learning in different contexts, whilst simultaneously benefiting from intensive, discrete input to complement their needs, where necessary.

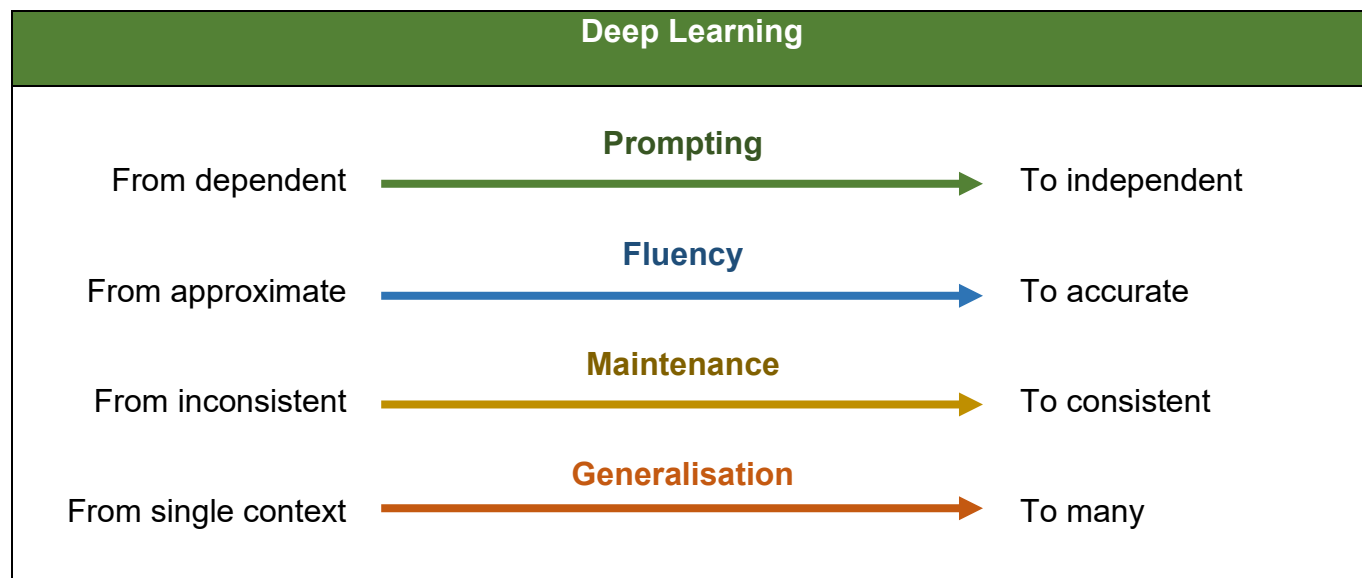
This emphasis dovetails seamlessly with the importance which we place on ‘deep learning.’ As well as enabling pupils to focus on learning very precise things, before rapidly moving on to the ‘next steps’, thereby maximising their levels of progress, our curriculum design also encourages pupils to extend and consolidate their understanding of something broad, over a longer time period. This enables ‘deep learning’ which -



“...is characterized by a level of personal ownership and intrinsic motivation. It is personally significant and valued. Central to deep learning is the notion of reflection – the process by which information and experience are internalized and knowledge is created. Because the process is personal, it creates the confidence to interpret and so the confidence to act independently. Skilled self assessment of what has been learnt and identification of ‘next steps’ is a good indicator of deep learning” (West-Burnham, 2013)

Our curriculum therefore empowers pupils to immerse themselves in learning, rather than merely touch the surface of it, in a shallow, superficial way. This in turn facilitates greater fluency,

independence, maintenance as well as the transference of skills to varied contexts. In addition, our planning systems and assessment ‘basket of indicators’ support deep learning by emphasising the value of learning something broad, over an extended period.



(Reference: Swiss Cottage School DRC (2012) **Curriculum Policy**)

‘Curriculum Content’

The basic content of our curriculum draws on a range of ideas and acts as the foundations for more formal learning to be introduced higher up the school. Elements come from approaches which lay emphasis on developmental checklists (e.g. ‘MOVE’ and ‘SCERTS’) and behaviour modification. Other aspects have been selected from National Initiatives past and present, such as:

- The Early Years Foundation Stage Curriculum (2013)
- The Primary Framework (2006)
- The National Numeracy And Literacy Strategies (1999)
- The National Curriculum Key Stages 3 and 4
- The National Curriculum Framework (Department For Education, 2013)
- 14 – 19 reforms.
- Social And Emotional Aspects Of Learning
- Learning Outside The Classroom
- Community Cohesion
- The Rochford Review (2016)

Equally, we have also been heavily influenced by the direction taken by ‘trailblazing’ schools such as Whitefield SAC (2009), Swiss Cottage DRC (2012), Barr’s Court (2008), The School For Profound Education (2010), Victoria School (2010) and Castlewood School (Lacey, 2012) as well as seminal documents such as Routes For Learning (2006) and its sister publication Quest for Learning (2006).

It seems to be a natural progression to ‘cherry pick’ from the entirety of these lush curriculum ingredients, and then blend the different flavours and textures together using a developmental

perspective on basic learning and life skills, before serving them up and embedding them in interesting contexts which are influenced by relevant school subjects and / or themes. We can have both the 'penny and the bun'!







Learner engagement is also at the heart of our curriculum. We take into account an individual learner's preferred learning style and his / her level of motivation and readiness to learn as well as the availability of any resources required, in order to successfully engage our pupils.

IMPLEMENTATION

3. Our Approach

'Needs Led Provision'

An instrumental factor in the realisation of this curriculum, is the fact that it is encountered by pupils via well established 'needs led' learning approaches and classes. Pupils are taught in classes within the following multi-tiered learning approaches, which take into account their age, development, special educational needs and disabilities.

Learning Approaches – A Brief Description		
Early Years or Early Learning		For pupils of a reception and year 1 age. It plays a fundamental role in supporting pupils to build foundations for effective learning linked to their future learning approach/ curriculum.
Sensory		For pupils at key fundamental and foundation levels of development (who are working within the engagement model), who typically have a description of profound and multiple learning difficulties.
Practical		For pupils who are working consistently, and over time, below or very near the start of their national curriculum, who benefit from a practical approach to their learning. Pupils may typically (but not always) have a diagnosis of severe learning difficulties.
Structured		For pupils who are working consistently, and over time, below or very near the start of their national curriculum, who benefit from structured learning environments. Pupils may typically (but not always) have a diagnosis of Autism.
Formal Primary		For pupils who are working below age-appropriate expectations, but are able to access some subject-specific content in depth. For the majority of our pupils this means an adapted Secondary subject specific curriculum from Year 8 to Year 11.
Formal Secondary		
Functional		For our students aged 16 – 19 years old (Sixth form) with moderate, severe and complex learning difficulties. (NB those with profound and multiple learning difficulties in the Sensory Learning Approach).

To be fully inclusive is, in philosophical terms, to give our pupils the opportunity to access their potential by setting up class environments that best meet their needs. Only then are they entirely included. As Mittler (2000) points out, to be specific about the needs of distinct groups is not to undermine inclusion. Providing equal opportunities is about meeting individual needs – not treating everybody in the same way. For example, to deny our 'sensory' pupils a fully interactive and sensory milieu, on the basis that their Autistic Spectrum Disorder (ASD or 'Structured') classmates could not cope with the environmental overload, would be to exclude sensory pupils from a setting tailored to best meet their needs. Similarly, the busy short slot activity-based

timetable punctuated with physical activity, life skills, sensory play and communication in an environment with fixed work stations with only an appropriately minimal visual and auditory stimulation would be an inadequate and completely inappropriate context for our 'sensory' pupils. For our pupils to flourish an appropriate and child centred environment shaped to their sensory, physical and cognitive needs is essential.

That said however, many opportunities are created for pupils across the school to mix, such as through timetabled 'wellbeing' clubs, weekly assemblies, playtimes, interclass collaboration, shared trips out, sports day and key celebratory occasions across the year. These settings provide a host of positive opportunities in terms of getting to know each other, testing themselves out, setting new goals and practising emerging skills (learnt in a discrete environment); they also extend the sense of whole school community.

The significance of our specialised 'needs led' or 'learning approach' classes is therefore apparent in view of the fact that:

- ✓ Each class group is equipped and organised to meet the specific needs of the youngsters within.
- ✓ Appropriate staff teams are allocated on an annual basis with appropriate training provided in each case.
- ✓ The class environments reflect the needs of the children with respect to not just their 'need type' on the whole, but their specific needs as highlighted in their provision maps.
- ✓ Appropriate interactive environments are nurtured within each class setting
- ✓ Appropriate provision of visual time tabling, transactional supports, sensory areas, work stations are established.
- ✓ The specific programmes for distinct groups of learners provide an opportunity to build key skills, which allow for more inclusive experiences when these skills can be generalised (Quest For Learning, 2006)
- ✓ This provision enables us to more easily consider pupils preferred learning styles, with reference to eminent perspectives such as Gardner's Multiple Intelligence Theory (1993) and the Dunn and Dunn Learning Style Model (1978).

As a corollary of this highly original class provision, our teachers have increasingly become specialists within 'needs' or 'learning approaches' as opposed to subjects. To this end, 'curriculum leaders' with 'Teaching and Learning Responsibilities' (TLRs) are based upon 'pupil' rather than 'subject' specialism. This ensures that the people leading the planning (and then delivering and reviewing) of preferred aspects of the curriculum, are those best placed to do so. Our 'needs led' / learning approach and curriculum leader model therefore plays to the strengths, interests and motivation levels of pupils and staff alike and ensures that we have the platform to provide a curriculum that is not only 'broad, balanced and relevant' but also laced with continuity, progression, connectivity and coherence. Time in full-time education is limited and we are duty bound not to waste it.

All teaching and therapy based staff meet in distinct 'working parties' on a regular basis to develop curricular ideas and to share specific skills, resources and expertise. As the curriculum framework has been devised imaginatively by staff working together and collaborating closely, sharing ideas

and supporting each other, this has generated a very real feeling of collective and full curriculum ownership, as well as a commitment towards our particular approach. This in turn has led to genuine consistency of approach and continuity of learning for every pupil, throughout the entire school. The curricula provided by Five Acre Wood School are a content map for what might be taught. They offer a framework for how learning can be scaffolded for groups of pupils and make suggestions for content.

‘A Multi Disciplinary Approach’

Our curriculum is delivered by a trans-disciplinary team. In-house therapies (speech and language therapy and occupational therapy) are an integral dimension of what we offer pupils: they are not ‘bolted on treatments’, even in the instance of our more academically able pupils who study National Curriculum Subjects at formal examination level. That having been said, the teaching of certain skills may be presented as ‘additional curriculum’ activities for pupils who require intensive specialist intervention to supplement an otherwise ‘conventional’ timetable.

The requirements of each individual pupil are determined through careful observation and assessment, as well as discussion with parents and other agencies. There are many and varied opportunities to engage with parents to seek their views on their child’s learning potential. Person Centred Planning is used for all pupils on an annual basis and this underpins the ‘Education, Health and Care Plan’ (EHCP) process. Termly parent consultation meetings are held with all parents to review their child’s progress in relation to their EHCP outcomes. Regular meetings with parents are held during the year, so that they can contribute to staff knowledge about their child.

‘Teaching And Pedagogy’

It is not the intention of our curriculum documents to dictate to teachers the ‘what’, ‘when’ and ‘how’ of teaching; they provide ideas, not instructions. We recognise that teachers at our school are highly skilled professionals and as such it is their responsibility as leaders of the learning in their classroom to draw from the relevant curriculum the aspects that will ensure broadness, balance and which are co-ordinated, but which address individual needs and promote learning and progress. Teachers are expected to maintain accurate ongoing formative and summative assessments, supported by a robust evidence basis, in order to ensure continuity and progression. This seamless ‘building upon’ of prior learning is particularly important when pupil’s transition to different classes.

‘Learning approach’ lead teachers ensure that all staff involved in delivering the curriculum are given the specialist support they each need. We recognise that the staff team are skilled facilitators of learning opportunities, particularly through adapting their own communication, scaffolding learning for individuals, using visual support where required and adapting the environment.

Support for the curriculum primarily uses a cascade model. Most support is focused on the class teacher, who then passes on information to other staff / professionals. A personalised approach to support is utilised with teachers; they have the opportunity to meet with their strategic learning

approach team on a regular basis. All new staff and particularly newly qualified teachers/ early career teachers have a personal development plan to provide a framework for the support they require when they are new to the school. They are supported by a member of staff who has dedicated responsibility for their development. All new staff undertake a thorough induction process which includes training to develop understanding of pupil needs, developing effective teaching teams and understanding the strategies used in school. All teachers have regular meetings with senior staff which provide an opportunity to ensure that all their support requirements are met and that they are able to provide the best possible teaching and learning experiences both in and out of the classroom. Class teams meet at least twice a week and there are ongoing formal development training sessions and meetings, on a daily basis, prior to the start of the school day. Our specific 'Teaching Assistant Lead Practitioner' team support the development of teaching assistants across the School, within designated learning approaches.

Strategic learning approach teams oversee the 'core curriculum', including the 'curriculum leaders' with 'Teaching and Learning Responsibilities' (TLRs), within their areas. As well as ensuring that, through regular scrutiny and review, 'curriculum leaders' / TLR's carry out all of the monitoring / evaluating tasks required of them, and within the stated timescales, their role is very much that of the critical friend who provides challenge and support to 'curriculum leaders' / TLRs, as necessary.

Pedagogy

The literal translation of the Greek word pedagogy is 'to lead the child'. At Five Acre Wood School we aim to lead and facilitate learning although this is very much informed by the needs and aspirations of our students. There is less emphasis on a teacher as director of learning.

There is considerable debate about the approach to pedagogy for pupils with special educational needs. Norwich (2008) argues for a similar approach to teaching for all pupils, with those with special educational needs being taught using similar techniques to those not defined as having special educational needs, except where a pupil's needs are clearly unique and then these needs should be specifically addressed. Hinchcliffe and Imray (2012) argue against this position, suggesting that for pupils with more complex needs, particularly those attending special schools, a general different position should apply. This means that a curriculum for those with diverse complex needs should be supported by specific and different approaches to pedagogy.

We agree with both propositions in different contexts. Generally, for our pupils with severe cognitive impairments we adopt an approach to pedagogy that is significantly different to the teaching that you would see in mainstream education (our sensory curriculum is a strong example of this). However, for some of our more cognitively able pupils and even when teaching those less able specific things or engaging in specific teaching activities more conventional pedagogical approaches are used.

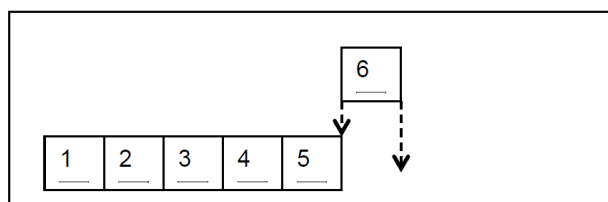
At Five Acre Wood School we recognise that children with special educational needs do not necessarily follow a typical developmental trajectory. This is particularly the case for pupils with autism. Therefore, the curriculum needs to provide a framework which can support learning for those that learn in a 'typical' and 'atypical' manner.

In essence, the pedagogical approach we propose is one that is fit for purpose. Many of our teachers have been trained as mainstream teachers and therefore already have a bank of good pedagogical practice to call upon. We also teach staff specific pedagogical approaches which provide them with a repertoire that can be used to teach individuals, groups and classes as required and can be made fit for specific purpose.

One of the clearest examples of such a pedagogical approach is that of process-based teaching and learning. A brief overview of this is provided below.

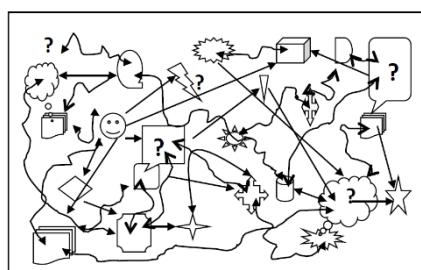
Process Based Teaching and Learning

We acknowledge the difference between process based and skills-based teaching and learning and specifically promote process based teaching in many situations. Hewett (2006) describes traditional approaches to teaching as tending to be highly structured, with the teacher leading the activities in ordered sequential steps and represents this with the following diagram:



A visual representation of 'structured' teaching

The nature of learning for children with significant special educational needs would he suggests, look more like this:



The complexity of communication learning

This model mirrors the arguments of Routes for Learning (2006) on the holistic nature of learning for those with PMLD (or 'Sensory') needs and we believe that this to be equally true for all those with significant learning difficulties. This group of learners do not do well with the compartmentalised learning that advocates the teaching of discrete subjects such as Literacy and Numeracy.

Process based teaching and learning (Burden, 1990; Hinchcliffe, 1994; Collis and Lacey, 1996; Hewett and Nind, 1998; Nind and Hewett, 2001; Hewett, 2006; Imray, Gasquez-Navarro and Bond, 2010) posits that teaching understanding and knowledge-content (fact) together requires a holistic approach, where the process of the lesson becomes the objective.

As such...

- There may be no specific individual (SMART) objectives or targets;
- We are open to progress of any description;
- Pupils take it where they can;
- Adults 'ladder' and 'scaffold';
- We record regularly and assiduously;
- We establish regular plenaries which involve learners in their own ongoing assessment.

Intensive Interaction is a classic example of process-based teaching where the key elements are...

- Tasklessness;
- Teachers follow, celebrate and extend;
- Teachers act as facilitators to learning by 'tuning in' to the learner and looking for 'communication moments';
- Creating the communicative flow is the objective of the session.

This model also holds that:

- A 'target set' curriculum has a tendency to drive us to teach to targets;
- These targets are largely based on a pattern of conventional and normative development (as discussed above);
- They are academic in principle;
- They may not allow other learning to take place, in that the teachers' drive is towards achieving the target;
- They compartmentalise and close the notion of learning, rather than adopting an open-ended approach.

The adoption of a process-based ideology for part of the curriculum heralds a significant change in emphasis. We are now concerned with the specific process of making a pizza or painting or travel training or shopping or dressing etc.; the by product is now the Maths (or the English or the Science); curriculum design can concentrate on what is important to the child; we can fit the curriculum into the child rather than the child into the curriculum.

Process based teaching and learning encourages the development of concepts throughout the curriculum. For example, mathematic concepts will be learned as a natural consequence of teaching the making of a pizza. Here the mathematical thinking will involve the concepts of size, quantity, position, measurement, weight, structure of properties, temperature, sequencing, cause and effect, estimation, counting, addition, subtraction, fractions, division and possibly more. Similarly, the opportunities for developing language, literacy and communication are self-evident and there are no doubt considerable openings for a number of scientific concepts to be explored. The open-ended nature of process-based teaching and learning not only allows for, but positively encourages, all learners to stretch and be stretched. It ensures that teachers are facilitators of learning rather than mere trainers. Because the learner is to a large degree in control of his own learning, it naturally lends itself to seeking out highly motivating activities for each individual

learner which in turn increases levels of engagement. High levels of engagement themselves ensure stretch and so the upward spiral continues.

Skills Based Teaching and Learning

There is, however, also a place for skills-based teaching and learning within our curricula. Skills based teaching and learning is anything that might be taught and learned by rote, where complete understanding is not an absolute essential to learning. It is of course desirable and should always be sought by the teacher, but it is not essential. One may, for example, teach a pupil how to make a slice of toast without requiring him or her to understand what happens to the bread to turn it into toast. Similarly, we can teach the steps required to wash one's hands without requiring the learner to understand exactly why washing one's hands is necessary. Though we may use behavioural task analysis techniques such as chaining, backward chaining, shaping and fading to teach these specific skills, they should always be taught in context so that knowledge-content (the skills) can at least be related to an understanding of the event, for example, washing hands after using the toilet and before engaging in cooking etc.

Examples of skills-based teaching and learning might be:

- Self-help and independence – dressing and undressing, teeth cleaning, washing, using the shower, hair washing and brushing, using the toilet, personal hygiene, eating etc.; some pre-numeracy and pre-literacy skills – counting to 10, gaining attention etc.

There might also be specific skills within various activities:

- Travel training, such as knowing the sequence for crossing at a zebra crossing;
- Shopping and money handling, such as knowing where to put one's money before going to the shops;
- Cooking and the kitchen, such as knowing how to use a kettle safely;
- Independent living, such as how to make a bed;
- ICT, especially in using a qwerty key board, the sequence necessary for successful texting, how to capture and play back still and moving images on a phone, how to log onto the internet, how to bring up favourite apps on an iPad etc.

This list is not exhaustive and there are many other skills that should be taught by rote, but teachers must beware that this method of teaching can be highly inappropriate in certain areas. For example, pupils may not be secure in their use of number. That is, they may have learned to rote count, but as they could not detect simple counting errors their ability to use number effectively was largely negated. In practice, each of our curricula will be taught using elements of both process and skills-based teaching and staff need to be skilled teachers using both pedagogical approaches.

Specific Teaching Approaches

When educating pupils with learning difficulties, and specifically pupils with autism (or within our 'Structured' learning approach), some advocate for one or two specific approaches to be used across a school. The argument for this is that it provides a consistency to everything that the pupil experiences. It also presents less of a challenge when developing staff as they only learn to operate within one framework which is consistently reinforced.

We see the purpose of the curricula as being about providing a broad and wide ranging educational experience which promotes the development of the young person in the widest possible sense and helps them develop skills and knowledge to operate within our wider society. We do not subscribe to the use of one specific approach to teaching as we accept that all our pupils are very different and what works for one young person will not necessarily work for another. This could be perceived as a more difficult path to follow as this requires ensuring all of our staff are conversant with a wide range of teaching approaches and are able to match appropriately approaches to individual children. We are however committed to this approach from an ethical standpoint and have developed our in house training and support mechanisms to develop our staff to work in this way.

Some of the approaches staff become familiar with are listed below.

- SCERTS
- PECS
- Makaton
- Intensive Interaction
- Sensory integration circuits
- TEACCH, particularly visual timetables
- Using adaptive technology
- Attention Autism
- Interactive music e.g. Tacpac
- Write Dance
- Multi-sensory approaches
- MOVE
- Sensory stories
- Colourful Semantics
- Simple View of Reading

It is up to the teachers to decide which of the above are most suitable and beneficial for their students. Research and evidence is very important in deciding which approach to use. We encourage the implementation and evaluation of new ideas.

(Adapted from The Bridge, 2017)

4. Basic Curriculum Structure

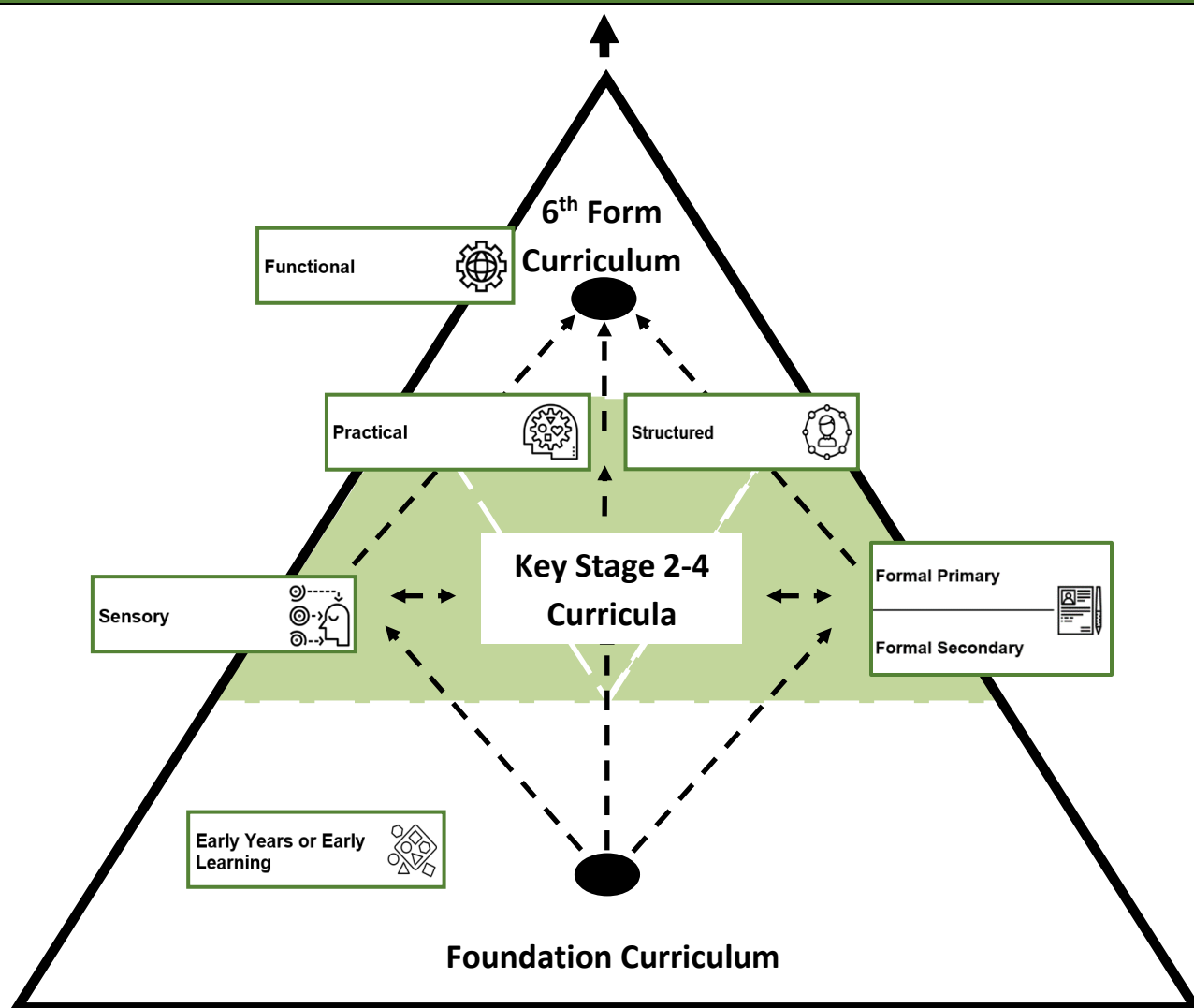
In order to provide pupils across Five Acre Wood with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, the majority of learners follow an EYFS style curriculum until the end of KS1 (with the exception of sensory pupils who embark upon the 'sensory' curriculum from the start of Key Stage 1) following which they move on to a curriculum structure which encompasses further dimensions – the 'Practical', 'Structured' or 'Formal'. These terms, offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

These core curricula are not defined by age, but by learning need and achievement; pupils are therefore able to move flexibly from one dimension to the next at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow.'

As each area has a clearly defined content and approach, planning and teaching fits 'snugly' into our 'needs led' class set up, where the likelihood is that pupils will be working at a similar level. However, in some cases a class of pupils may be working across different levels. There may be valid reasons for mixing groupings; for example, to provide pupils with an appropriate peer group (in terms of either age or behavioural role model) or to challenge pupils. Individual learners may well move within the Five Acre Wood learning approaches / curriculum frameworks at various times of their school lives. They may equally be working within different models at the same time, but in different areas of learning.

The following diagram identifies how this approach dovetails seamlessly with our foundation stage and 6th form curricula.

Our 'Needs Led' Curriculum Framework



- The Foundation Curriculum is extended across KS1 or the 'Early Learning' Curriculum for most learners. This lays the basis for pupils to follow the sensory, practical, structured or formal models, within Key Stages 2 – 4 (With the exception of 'Sensory' pupils who embark upon the sensory curriculum from the start of Key Stage 1, or earlier in exceptional circumstances).
- Pupils are able to move flexibly within these models, according to their needs and levels of achievement.
- Pupils' learning experiences then flow into the 6th Form Curriculum

Although our curriculum is driven by skills, knowledge and understanding, through the medium of either 'themed' or 'discrete' areas, for organisational purposes it is helpful to draw these together under 'areas of learning' and / or 'strands' to ensure a common language throughout the school. These are illustrated in the diagram overleaf, which also visualises how our curriculum fits together across the entire school

Five Acre Wood Curriculum

'Early Learning' Curriculum		Key Stage 2 – 4 Curriculum (*Sensory learning approach pupils embark upon the sensory curriculum from the start of KS1)								Functional	
		Sensory		Practical & Structured		Formal Primary		Formal Secondary			
Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand	Area Of Learning	Strand
Characteristics of effective learning: <ul style="list-style-type: none">Playing and ExploringActive LearningCreating and thinking critically Development Matters – Early Steps <ul style="list-style-type: none">Communication and LanguagePersonal, Social and Emotional DevelopmentUnderstanding the WorldPhysical DevelopmentExpressive Arts and DesignLiteracyMathematics	Met through <ul style="list-style-type: none">Open-ended activitiesPupil-led learningoutdoor learningforest schoolcuriosity programmetherapeutic interventionshygge	My Independence	Embedded throughout	Independent Living Skills	- Living Skills - Myself And Others	Personal, Social And Emotional Development	- Citizenship - Careers - PSHE - RE (including RSE)	Preparing for Adulthood	PSHE and how to live healthy lives (including RSE) Community Inclusion Preparation for Education and Employment after FAW Independent Living Skills	Personal And Social Development	- Citizenship, health and well being
				SMSC							
		My Communication		Communication and Interaction (including SCERTS for pupils in the Structured Learning Approach)		Communication, Language And Literacy	- English (also embedded in all curriculum areas)	English and Communication	English: Reading Writing Speaking and Listening	Skills For Life And Learning	- Functional English & maths; ICT; Key skills; personal progress units; food technology
		My Thinking		Functional Literacy And Numeracy Skills	- Literacy - Numeracy	Numeracy, Thinking Skills And Problem Solving	- Maths	Mathematics	Mathematics	Options	- AQA Unit Scheme; D Of E
		Me And My Community		Key Skills And Enrichment	- Art - Music - Design Technology	Creative Development	- Art And Design &DT - Design - Music and Drama	Creative Arts	Art, Textiles and Design Technology Music Drama	Vocational Studies	Employability, work experience; community links
		My Body			- History - Geography - RE Science	Knowledge And Understanding Of The World	- History Geography - Education for the connected world - Science - ICT - RE	Humanities	History Geography Religious Education	Sport, Physical Activity & Leisure	-Fundamental movement; AQA Units; Swimming; Cycling
								ICT	Education for the connected world. Real World Technology Creative Technology		
				Physical & Sensory Development	- PE and other specific physical activities	Physical Development	- PE	Science	Science		

RE themes are embedded within pupil learning, as part of a rotating cycle of topics. Parents and carers have a right to withdraw their child from this if they wish to. The RSE syllabus is currently under review, following changes to guidance June 2025. Daily collective worship takes place in a way which is appropriate for learners' developmental stage and learning style. How this looks will vary between learning approaches and classes. Examples of this include communication and co-operation based group learning tasks; reflection of the day as part of quiet thinking time or with reference to emotions and visual aids; sharing of space where the development social playskills are developed etc. This may take place as a small group or as part of a wider congregation, such as during assembly. Learners may engage for short periods of up to a minute to up to 15 minutes, as per their needs. Please see the 'Collective Worship' policy for more information.

The twin 'central' pillars of 'communication' and 'cognition' are the fulcrum of this structure, since all of our pupils are learning to communicate, think and learn (Lacey, 2011). These integral components have given slightly different names within each curriculum / learning approach.

More detailed guidelines summarising the content and breakdown of each curriculum level is provided in the next section.

Finally, it is important to comment upon P Scales or (P Levels), which were previously used to assess the progress of children aged 5-14, whose abilities did not yet reach Level 1 of the National Curriculum. P Scales were split into eight levels. P scales 1-4, for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study, have been replaced with the engagement model. P scales 5-8, for pupils working below national curriculum levels who are engaged in subject specific study, have been replaced by the pre-key stage standards.

The engagement model and pre-key stage standards are therefore used to assess pupils, providing a common reference point and will be used to help describe our different curriculum approaches, as reflected in the BSquared 'Connecting Steps' assessment system and frameworks.

5. Guidelines Summarising Content And Timetabling For Each Curriculum Level

‘The Early Learning Curriculum’

The ‘Early Learning Curriculum’ is a continuation of the EYFS curriculum that ensures that pupils’ early learning experiences continue to be holistic, child centred, interactive, creative and motivating for all pupils.

The specific aims of the curriculum mirror those of the EYFS:

- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer access to relevant inclusion opportunities
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils’ self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us
- To help our pupils to develop greater ‘resilience’ i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.



Where appropriate, a SCERTS informed curriculum also runs parallel to the early learning curriculum. This provides a bespoke social communication and emotional regulation focus alongside termly topic opportunities.

These areas of learning form the backbone of the early learning curriculum. They are enriched by termly topics, which run on a two-year curriculum cycle. Over pupils’ time at school this enables them to experience a curriculum that is not only ‘broad, balanced and relevant’ but which also facilitates continuity, progression, connectivity and coherence. Practically speaking this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for: termly topics, suggested texts and guidance on how to incorporate Communication and Interaction, Language and Literacy and Early Numeracy Skills.

As supported by ‘Curriculum Leaders’ or TLR holders, each term teachers collaborate to co-produce overarching topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise. These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning

- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils. Teacher plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff team. Teachers are encouraged to devise learning intentions rather than objectives, as this provides greater scope for process learning and child led surprises or 'incidental learning' to occur.

Staff use the 'evidence for learning' platform to:

- Demonstrate impact and show clearly what their learners can do as a result of the curriculum, pedagogy and support they are offered
- Assess against a range of frameworks
- Evidence, assess and track progress against individual targets related to EHC plans
- Automatically link evidence, achievements, outcomes and judgements
- Engage and involve parents in their child's learning and development
- Support moderation

The curriculum offers a mixture of play and more formal teaching, coupled with a balance of adult-led and child-initiated activities. Each area of learning is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activity. Child initiated play enables our pupils to consolidate their learning, and to build their confidence as they develop their ability to explore, think about problems and relate to others. In planning and guiding these experiences, teachers create opportunities for:

- Peer to peer interaction
- Playing and exploring: where pupils investigate and experience things, and 'have a go'
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things

At Five Acre Wood our core learning opportunities centre around the following key approaches

- The Curiosity Approach TM
- Hygge
- Forest School - Saplings



'Early Learning' – Curriculum Framework

Early Learning Curriculum Key Values:

In the early years, a strong emphasis is placed upon open-ended learning and establishing a sense of awe and wonder throughout our provision. We nurture a natural curiosity within our learners and do this by encouraging exploration in a range of settings. Careful consideration is given to the layout of the learning environment and the resources within it to create a relaxed atmosphere that enhances engagement and a sense of belonging. The Early Years aims to foster communication and social opportunities between a range of learners alongside building strong relationships with adults to create feelings of connectedness.

EYFS Term & Theme	1 Getting to Know You	2 Seasonal Sparks	3 Understanding Our World	4 The Great Outdoors	5 Animal Magic	6 Travel
Topics						
Year One: 2025-2026	Likes/Motivators Animation Experiencing Autumn	'Spooksville' Diwali Christmas	Dinosaurs & fossils Robots & machines	Life On the Farm Animal Lifecycles	Woodland animals Safari animals & trips	Building & construction Transport (via FAWbulous projects)
Year Two: 2026-2027	Likes/Motivators Animation (Disney, Pixar, Dreamworks,) Autumn Celebrations (farm life, food & veg, crops, changes, planting)	'Spooksville' Fireworks/Bonfire Christmas	Infinity and Beyond – space, planets, astronauts, rockets and the moon	In the Garden Growing Mini beasts/pond life	Sea Animals Pirates & Mermaids The Seaside	Exploring different cultures/countries (food, music, dressing up)
Books Related to Topic						

Books & Sensory Stories Year 1 Academic Year 2025-2026	Linked to pupils interests The very helpful hedgehog That's not my hedgehog We're Going on a Leaf Hunt	Pumpkin Soup Fox in the dark Room on the broom Meg and Mog Jolly Christmas Postman Father Christmas needs a wee The mouse that cancelled Christmas	Tyrannosaurus Drip Stomp, Roar (song) Harry and the Dinosaurs Dinosaur Roar Dinosaur Rap (Barefoot Books) Harry and His Robots That's Not My Robot Bluey: Daddy Robot Big Bot, Small Bot	What the ladybird Heard Farmer Duck The Pig in the Pond Farmyard Hullabaloo Oh Dear The Odd Egg One Farm	The Gruffalo Owl babies We're going on a bear hunt That's not my squirrel Night, night forest friends	Goodnight, Goodnight, Construction Site When I Build with Blocks The Journey Home From Grandpa's Let's Build a House We Catch the Bus The Big Yellow Digger
Books & Sensory Stories Year 2 Academic Year 2026-2027	Linked to pupils interests Tree: Seasons come, seasons go Owl Babies Story Sack	The stick man The witch and the warthog Whoosh went the witch Santa Loves Underpants Mogs Christmas Calamity The Magic Christmas Sleigh	Whatever Next How to Catch a Star Zoom to the Moon Zoom, Rocket, Zoom Aliens Love Underpants You Choose In Space Space Song Rocket Ride, Barefoot Books	A squash and a squeeze Winnie the pooh: Pooh's secret garden Peter Rabbit Super worm Hungry Caterpillar Oliver's Vegetables	Shark in the park Commotion in the Ocean Snail and the whale Sharing a shell The Singing Mermaid Peppa the Pirate 10 Little Pirates	Sensory Stories – see LAL Around the World with Max and Lemon Non-fiction books about focussed cultures
<u>Continuous Provision</u> Morning focus: Pupil specific targets, Invitation to Play, Curiosity Afternoon: Topic enrichment	<u>EHCP Prime Areas:</u> Communication & Interaction; Cognition & Learning; Social, Emotional and Mental Health; Physical & Sensory; Independence/Preparing for Adulthood Self-awareness ; Weather ; Sense ; Healthy Living ; Seasons ; Peer Relationships <u>RSE:</u> Families and people who care for me ; Caring friendships ; Respectful relationships ; Being safe ; Mental wellbeing; Internet safety & harms; Physical health and fitness ; Health and prevention					
<u>Pupil Engagement</u>	Alongside core interventions used across the whole school, such as the SCERTS model and the Engagement Model, the Early Years uses the following approaches to learning:					

<p>(SCERTS, Engagement Model)</p>	<p style="text-align: center;"><u>The Curiosity Approach</u></p> <p>A modern-day approach focusing on open-ended resources, loose parts and the natural world that fits in with the current technological times. It brings curiosity, awe and wonder into early childhood and creates the ‘thinkers and doers’ of the future. The Curiosity Approach aims to empower and ignite passion and excitement in practitioners.</p> <p style="text-align: center;"><u>Hygge</u></p> <p>A Scandinavian term that doesn’t translate to English. It is a feeling, an atmosphere – a cosy, comfortable and warm space. Where children can feel connectedness with adults, build trust. For staff to rebalance themselves creating a feeling of contentment and positive well-being.</p> <p style="text-align: center;"><u>Forest School/Saplings</u></p> <p>A bespoke learning provision within our Outdoor Learning Environment. Saplings is a pre-cursor to forest school sessions that are led by the Outdoor Learning Team. Saplings allows students to build a connection with nature, have the freedom to explore in a way that they cannot within the confines of a classroom and prepares them for forest school sessions.</p>
<p>Communication and Interaction</p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS</p>	<p style="text-align: center;"><u>Speaking & Listening</u></p> <ol style="list-style-type: none"> 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) <li style="text-align: center;">2. <u>Play and Interaction</u> 3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes) 4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes) 5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,) <li style="text-align: center;">6. Speech- articulation- this should be done with advise from SALT) 7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can’t see, imagination, thinking, how, why and inference.

<p>Language and Literacy</p>	<p style="text-align: center;">ASPECTS, LANGUAGE AND LITERACY</p> <p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right. 3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. ‘Reading’ both fiction and fact, and reading a range of familiar words and simple sentences. 4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. 5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text. <p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed), 2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes. 3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters. 4. For further skills see National Curriculum.
<p>Early Numeracy</p> <p><i>‘Mathematizing Everyday Interactions’</i></p>	<p style="text-align: center;">The Big Seven:</p> <p>Number – Pupils understanding of number in relation to counting, developing an understanding of numbers 1-10, the relationships between them and identifying patterns</p> <p>Sets and Sorting – identifying when things are the same and grouping by different traits or attributes</p> <p>Number Operations – understanding that one number can be made up from other, smaller numbers</p> <p>Spatial Relationships – how pupils understand the way things move and are located in relation to themselves and others, including positioning</p> <p>Shapes – understanding how shapes fit together in the world around us and how we can use 2D shapes to create 3D shapes</p> <p>Measurement – measurement is based on the idea of using numbers of units in order to compare attributes, such as length or capacity</p> <p>Patterns – A repeating sequence of shapes, colours, sounds or movements</p>

‘The Sensory Curriculum’

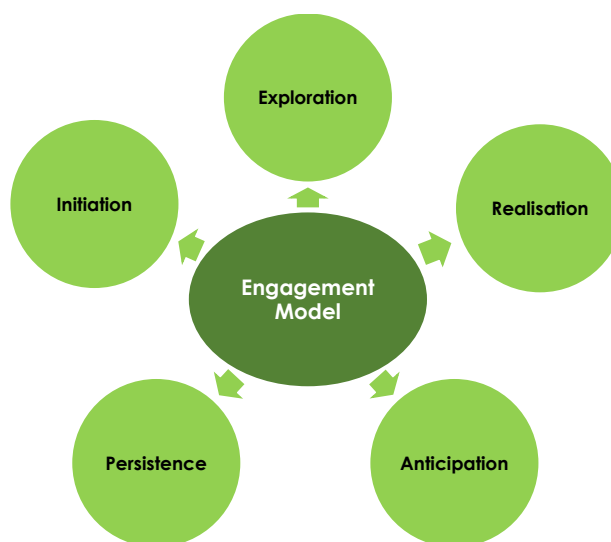
The sensory curriculum is a process driven curriculum where outcomes are flexible in order to facilitate pupil success. Every pupil is supported to access a curriculum that meets their needs. We recognise that our students will take an extended time to learn new and meaningful skills, therefore the process of learning must be constructed carefully. Our curriculum must include a range of coordinated opportunities to:

- differentiate the presentation and pace of the curriculum to match pupils’ communication, sensory, medical needs, physical challenges and sensory impairments
- develop pupils’ independent communication skills which supports pupil agency
- target the sensory needs of our pupils to support readiness for learning and develop functional and independent skills
- address the physical, emotional, medical and mobility needs of our pupils

Our students experience a highly differentiated curriculum that gives opportunities for learning incrementally, building one skill upon another.

The sensory curriculum is accessed at different stages, based upon presenting pupil need. This is very much decided on an individual basis and complemented by use of the engagement model (Standards and Testing Agency, 2020) as an assessment tool.

Pupil engagement profiles (see Appendix 1) are completed by staff who know the pupils well and form the basis for what staff are looking for in relation to pupil presentation. As per the engagement model, this is split into 5 key areas: initiation, exploration, realisation, anticipation and persistence.



By starting with how each pupil specifically presents and communicates staff are able to scaffold and facilitate future engagement in a meaningful way. The engagement profile is used alongside work on short term targets for pupil EHCP outcomes.

Our Sensory Curriculum is scaffolded by five core areas, which we call the Five Pillars of Learning. This includes My Communication, My Body, My Thinking, My Independence and Me & My Community. The Five Pillars of Learning closely link to their EHCP outcomes, which is reflected in our curriculum aims document, highlighting core focus areas of our sequential curriculum. This

means that the pupils' days are enriched with meaningful learning opportunities that give them a chance to develop useful skills to make a difference to their quality of life.

My Communication

My Communication is paired with the Communication and Interaction EHCP Outcome(s).

This area recognises the basic human desire to be understood, to understand and to be self-directing. Communication includes the young person's ability to have an impact upon their environment, which includes the people within it. The ability to communicate thought, to be heard and responded to is what makes us essentially human, yet it presents a significant challenge for our students. The medical complexity of many of the challenges that are presented to our students means that they may not be able to 'acquire' language as the 'typically' developing infant does, therefore our curriculum must be designed to offer repeated opportunity to give the student the ability to develop from a reflexive communicator to an intentional and interactive one.

As a Learning Approach we have developed robust communication passports that reflect each pupil's receptive and expressive understanding. Some of our pupils' communication is so fleeting or discrete that staff need to have an in-depth understanding of each learner. Our pupils have a vast array of communication strategies using high and low technology. These include Makaton, touch speech cues, VOCAs, PECS and eye gaze, to name but a few. Our promotion of Communication, Language and Literacy is to ensure pupil voice. We encourage creativity and a language rich curriculum to facilitate a range of enriching experiences to promote self-expression and opportunities for choice.

Pupils' communication styles and preferences are assessed and developed so that communicative opportunities can be maximised. My Communication is taught in functional situations so pupils can immediately see the results of their communicative attempts. My Communication addresses the skills that underpin basic communication, such as shared attention, responding, turn taking, anticipating, showing preferences, and making choices.

My Thinking

My Thinking is paired with the Cognition and Learning EHCP Outcome(s).

The development of thinking and cognition is only developed when the student can perceive themselves as part of a world in which they belong and also have a position in it. The student will only be able to develop their thinking by receiving many opportunities to become aware of and explore the world around them. These opportunities are designed and constructed to develop the exploration and manipulation of objects and on developing actions which make things happen and change. The learner will be developing the ability to problem solve and notice the relationships between materials and events, their sequence and pattern. Our aim is for pupils to be active participants in their own learning and explore the opportunities provided to them meaning Every Moment Matters. Curiosity is scaffolded throughout the curriculum, giving enrichment opportunities to extend their learning and to improve or enhance their skills, knowledge and wellbeing.

My Body

My Body is paired with the Physical and Sensory EHCP Outcome(s).

The development of an understanding of 'My Body' is central to the learning of pupils in the sensory curriculum. The learner must initially learn what are the parameters of their body and what is beyond it. It is only by this perceptive understanding that a person becomes themselves. It is easy to see therefore that a person with limited independent movement and or sensory disturbances will find it hard to make these distinctions. Awareness of the body needs to be taught and only when it is perceived can the development of gross motor skills, fine motor skills and mobility be developed.

Physical development within the learning approach is delivered through numerous pathways, such as: gross and fine motor; physiotherapy and occupational therapy and targets from the MOVE programme. Identified pupils access hydrotherapy, rebound therapy and a wide range of equipment and physiotherapy plans throughout the day. This is imperative in supporting their quality of life and independence. Provision plans have these specialist targets, and others, embedded within them and are written in liaison with the relevant professionals.

Pupils are provided with a breadth of sensory experiences and opportunities to explore the world around them and to develop their understanding of the impact they can have on the world around them, and vice versa. Therefore, access to a multi-sensory learning approach throughout the school day is crucial in facilitating this. Some pupils have sensory diets or strategies that need to be completed within their daily routines to enable them to be ready to learn and remain regulated. An example of this is proprioceptive and vestibular needs being met through a sensory circuit.

My Independence

My Independence is paired with the Independence and Preparation for Adulthood EHCP Outcome(s).

The ability to exert one's independence is, again, a basic human right, so it must be placed centrally within the sensory curriculum. Independence can only be developed when the person has developed an understanding of themselves as a person who can perceive the world around them, develop their thinking about what they perceive and begin to communicate about their desires and choices. Independence is not the ability to conform but rather the ability to take control over the experiences that go on around them. This is vital for our pupils in the sensory learning approach as they are likely to have limitations on their ability to be functionally independent in many areas. Pupils with this presentation of need are liable to be involved in activities that take a substantial amount of time, are about the most personal areas of self-care and are usually associated with the needs of children of an early age. Our curriculum must make time for these activities to take place, but they must also be designed to ensure that the pupil can develop the maximum amount of independence in these areas as possible. This may be physical independence skills, but may also be the ability to communicate about these activities, to accept or decline, to request or to terminate. While these skills are developing, wherever possible pupils will work with familiar adults.

The basic activities of self-care are also the ones that are likely to have the greatest impact on the family in terms of time and location. The more independent a pupil can become the more life

possibilities and opportunities are available for them and their families. Our curriculum must focus on those activities, valuing them and giving them time to be achieved: eating and drinking, hygiene, toileting and dressing. In accessing this, pupils should have the opportunity to have an active role within their routine.

Me And My Community

Me and My Community is paired with the Social, Emotional and Mental Health EHCP Outcome(s).

This curriculum area focuses on meeting the requirement of all human beings to belong. Our pupils have a right to be part of the community and have a unique identity within it. Understanding the community can only be developed through a growing awareness of the pupils' own body, developing their perception, and thinking and including them in a communicative environment where they can discover and develop their voice. Transactional supports are used as part of this process in order to facilitate access to and participation in the wider community. For a pupil with complex physical and learning needs it will be a long journey to know themselves as part of a wider community. This learning is therefore presented in functional contexts where pupils can be part of real time events and experiences which need to be repeated to develop real meaning and understanding. This is also the reason why the curriculum operates an annual cycle of themes that enables our pupils to develop and deepen their understanding of the real world they live in (see Planning Tools).

Other Curricula Areas

The following curricula areas are embedded within the five strands above and are taught in functional, meaningful settings.

IT is seen as one of the enabling strategies available for our pupils in the sensory learning approach and will be used to increase their access to the outside world, enhance communication, develop environmental control as well as exploring their own interests.

The SMSC (Social, Moral, Spiritual, Cultural) aspects of learning are central to the Five Pillars of Learning described above as we create the pathways with our pupils which enable them to be joyful as they achieve their potential to the greatest degree possible.

ASDAN

All pupils in years 9, 10 and 11 complete ASDAN - Personal Progress accreditation modules. Across the year pupils complete up to 9 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3.

Engagement Steps

'Engagement Steps' are delivered through topic-based learning and holistically across the school day. These compliment EHCP outcomes, particularly in relation to the foundations of engagement.

The skills are split into multiple frameworks:

- Cognition and Learning (Engagement) – Exploration
- Cognition and Learning (Engagement) – Realisation
- Cognition and Learning (Engagement) – Anticipation
- Cognition and Learning (Engagement) – Persistence
- Cognition and Learning (Engagement) – Initiation
- Communication and Interaction – Expressive Communication
- Communication and Interaction – Receptive Communication
- Social, Emotional and Mental Health – Emotional Affection
- Social, Emotional and Mental Health – Social Affection
- Sensory and Physical – Auditory Operation
- Sensory and Physical – Tactile Operation
- Sensory and Physical – Olfactory/ Gustatory Operation
- Sensory and Physical – Vestibular Operation
- Sensory and Physical – Visual Operation
- Sensory and Physical – Proprioceptive Operation
- Sensory and Physical – Fine Motor Operation
- Sensory and Physical – Gross Motor Operation

These are assessed through the following judgements:

N – Encounter
A – Awareness
R – Attention and Response
E – Engagement
P – Participation
I – Involvement
G – Gaining Skills and Understanding
M – Mastered



These judgements are sequential and rooted within existing well-established frameworks and strategies, such as Intensive Interaction. Students may be working on skills across multiple 'steps' or stages, through a topic-based approach or as incorporated within ASDAN units of learning.

At FAW pupil progress within the Engagement Steps are recorded electronically using bSquared, which is used across Kent Special Educational Needs Trust (KSENT). These records on bSquared are used to consider meaningful next steps within mid-term planning, in order to support pupils progress.

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Timetabling The Sensory Curriculum

In line with the student's development, different time allocations are given to these areas. These may vary according to individual need and the particular 'weightings' which a pupil may require. Teachers will make decisions about this based upon the current presentation of the learner and will evaluate impact on priority areas.

The diagrams overleaf are a pictorial and numerical illustration of the balance between these key areas. The commentary explores the dimensional inter-play within each learning approach.

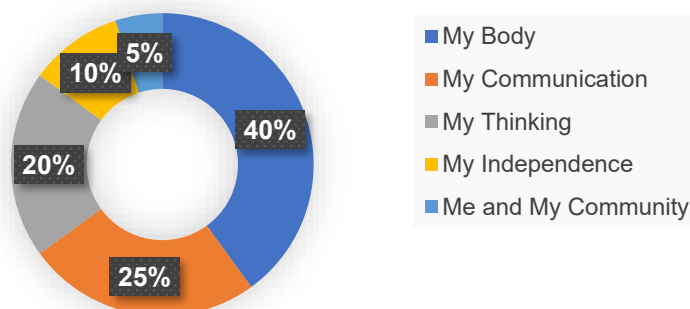
The creative arts are part of the celebration of experience and can be done in the here and now or in representational ways if the pupil has reached that level of understanding. However, as written earlier, the sensory curriculum is a process driven curriculum with a flexible outcome. The process of any creative activity will always be prized along with the outcome.



Case Study - Pupil E

Pupil E has profound and complex learning difficulties, with diagnoses of quadriplegic cerebral palsy, a moderate visual impairment and profound hearing loss. Pupil E experiences frequent seizure activity throughout the day, as well as post-ictal periods where they will be asleep. Pupil E shows early awareness of what is happening around them. They make some reflex actions and eye movements. It is unclear if they have communicative intent.

Time Allocation

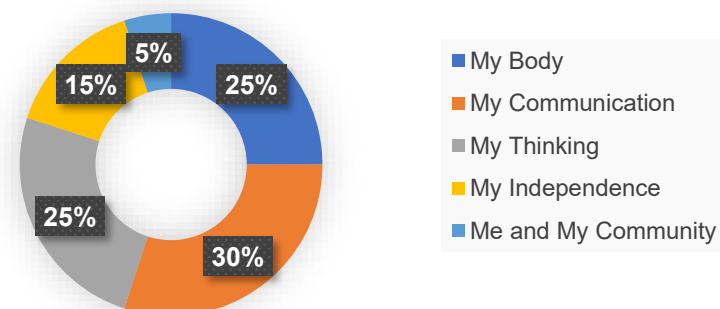


This pupil is a reflexive communicator. Their dominant sensory systems are the conduit for input from outside. Their responses are treated as communicative intentions and congruent action repeated to develop meaning to their motor movement. This interaction between communication and body sensation is the trigger to develop thinking. At this time the pupil is largely dependent on adults and their community in the meeting of their immediate needs. They receive regular facilitated body movement to maintain maximum flexibility and symmetry.

Case Study - Pupil S

Pupil S profound and multiple learning difficulties, including a diagnosis of Angelman Syndrome. Pupil S is pre-verbal is beginning to communicate through eye gaze, showing awareness of familiar adults and preferred people. Pupil S can present as frustrated (tensing body, unsettled vocalisations), but is usually able to regulate in the dark den with the lights, stilling and reaching out to them.

Time Allocation

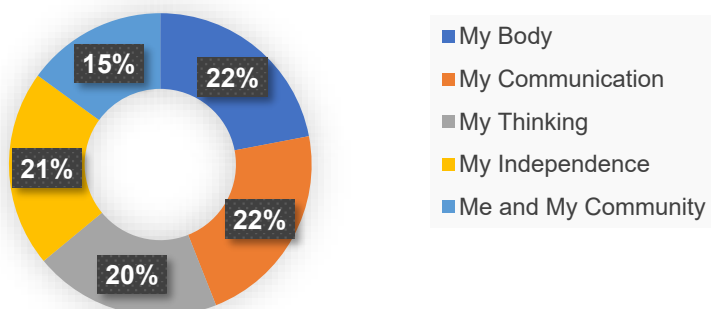


At this stage the student is actively learning through their body and exploring and finding what they can do. They may begin to show some imitational communication. The student is aware of themselves as a communicator and may show some imitational communication and ability to have an exchange with another. The student is beginning to realise that they can affect their environment through movement and experimentation. The student is beginning to show increased awareness of themselves in space and his relation to it. Independence skills are starting to develop through the ability to decide to respond.

Case Study - Pupil N

Pupil N has profound learning difficulties, including a diagnosis of Mowat's-Wilson Syndrome. Pupil N is mobile and will move around the environment freely, reaching for resources around them, sometimes looking at and pausing next to something that they like. Pupil N will move towards a preferred peer and will gravitate towards them and watch what they are doing. At times they will smile or laugh.

Time Allocation



At this stage the pupil continues to learn through movement by increasing control over their body. Pupils are working on increased mobility to follow their own interests. They are becoming communicators and the need to express what they want is strong. Thinking skills have been developed by experience and with them is a greater need to become more independent and also relate more actively with the wider community as they realise the benefits of social interaction. They are starting to make changes to the environment by using simple actions or environmental control technology.



Where appropriate, the most able pupils in the Sensory Learning Approach will have their learning extended through access to aspects of other curricula, e.g. Practical or Structured curriculum content. An example of this could be accessing an early reading/ phonics session with a class from the Practical Learning Approach. This also supports a smooth transition if pupils become better suited to another learning approach as they move through the school, with the option for other learning approaches to also make use of aspects the Sensory Curriculum, as appropriate for their pupils.

It is important to consider that these pupils often present with 'spiky profiles', with the complexity of their needs denoting that their best 'fit' is in the Sensory Learning Approach. Any student dealing with these barriers and moving towards a Pre Key-Stage Standards level must therefore have a personalised programme which develops their strengths while also addressing the medical, physical and personal independence skills they need to develop to function in a social world.

Delivery Of The Sensory Curriculum

It is accepted that students following the sensory curriculum

- Learn at a measured pace
- Will not independently generalise a skill learnt in one area to another
- Can find adjusting to change difficult
- Require repetition of skills in order to maintain them

As a result, movement from one environment to another with different staffing year on year is not necessarily the right model for our students. As a result all staff involved with our students need to work together closely to ensure continuity of learning.

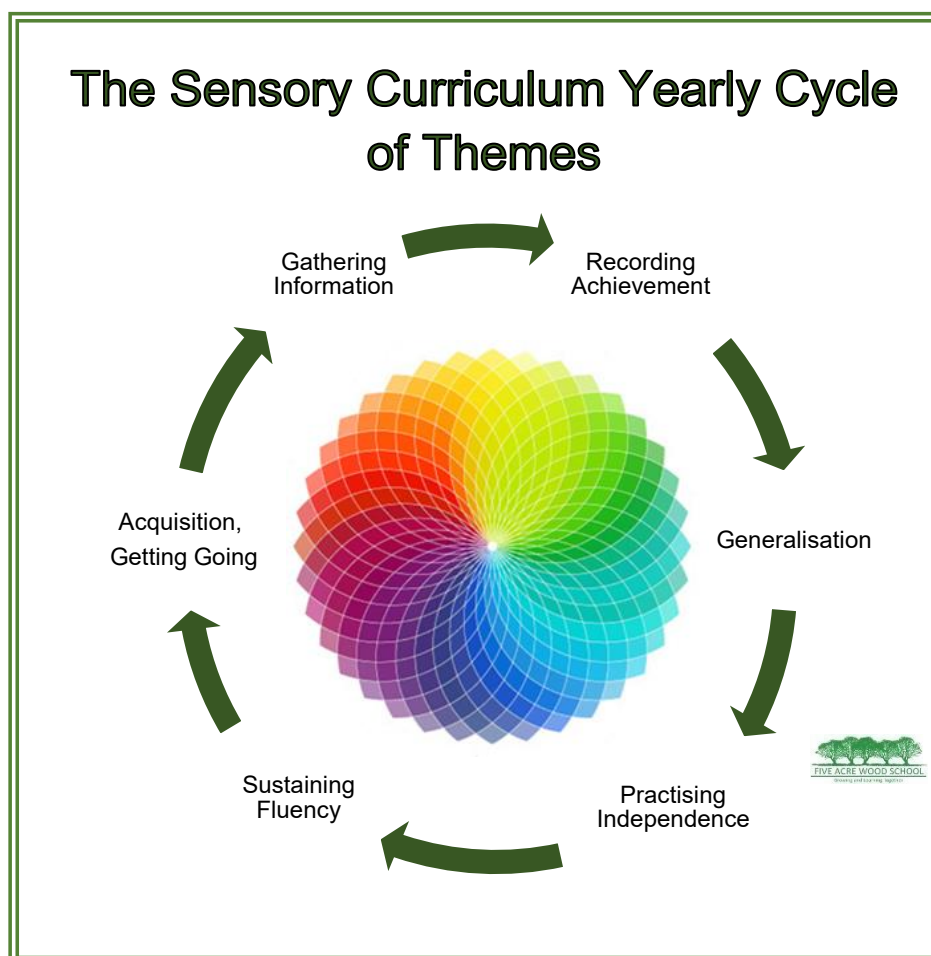
Each of the teachers delivering the sensory curriculum take responsibility for the development of the students':

- Communication (My Communication and Me and My Community)
- Mobility (My Body, My thinking and My Independence, My Communication, Me and My Community)
- Sensory processing and independence (My thinking and My Body, My Independence)
- Environmental control (My Thinking, My Communication, My Body, Me and My Community, My Independence)

The teachers work collaboratively with therapists to ensure there is a cohesive therapy plan for those pupils identified as requiring targeted support. This is woven and embedded into the pupil's individual pathway. The teacher has an overview of the development of those key skills to ensure that programmes continue seamlessly from group to group to achieve and maintain real, functional learning gains. In conjunction with this we have designated spaces to enhance the delivery of the curriculum, the quality of the learning experiences offered and hence the learning and achievement that our students make.

Planning Tools

The sensory curriculum is designed to teach the students about the world they actually live in, within 'real time'.



While we have developed a curriculum around our pupils, we recognise that each of them will follow a personal pathway through it, depending on the complexity of their need and core learning goals, but also on their interests, aspirations and abilities. Teachers therefore design pupil specific pathways for learning over time.

It is important to emphasise that there are 'learning intentions' and not fixed outcomes for all pupils. To be useful, the learning will be built up at the student's pace, therefore it is not possible to consistently predict outcomes for all pupils; we can only intend and guide achievement. The curriculum itself then becomes the framework through which pupils learn and develop their skills in functional and social settings every day.

These key learning intentions are monitored and adjusted where appropriate using continuous assessment for two terms. These learning intentions are then reviewed, and their success embedded into the design of the next learning intention building on their prior learning. This ties in with the triannual review of Provision Plans, which happens for all pupils at Five Acre Wood.

The diagram below illustrates how the curriculum begins and builds up from each individual pupil.

Working With Families

As discussed, the curriculum for pupils with profound learning difficulties is driven by identification of individual personal goals developed alongside parents. There is close contact between home and school. Parents and carers are involved in planning and meeting the needs and help to identify priority targets. School and partner agencies keep in close contact and try to meet whole family needs whenever possible. Evidence of pupil learning, including photographs, videos and assessments referenced against learning frameworks, are shared with parents on the 'Evidence for Learning' platform. Parents can also add examples of learning from home, and through collaboration create a wider picture of a pupils learning and progress and opportunity to share achievements and aspirations.

Quality Of Life and The 'Voice' Of The Student

The complexity of needs experienced by the students means that sometimes they are uncomfortable and need to endure difficult procedures. They are often unable to control their own environments and they need to wait for the world to come to them. We try to minimise these unsatisfactory moments and engage them in activities they enjoy to improve the quality of their lives. Staff keep the student's needs always in mind, using observation to help them recognise the 'voice' of the student at the centre of everything they do.



Sensory Curriculum Framework

Area of learning	Sensory phase	2024/2025			2025/2026		
Sensory curriculum is designed to develop a rich environment through a responsive, multisensory and communication environment and through supporting postural management provision. Communication is fundamental area of progression to allow active engagement and social interactions, to make choices and communicate wants and needs in ways that are meaningful and appropriate to individual pupils. Holistic learning experiences which are personalised to meet the unique needs of individuals and groups. Pupils who have significant learning, communication, and sensory needs benefit from working in a highly structured environment which helps them to consolidate and generalise learning. In addition, these pupils require high levels of adult support.							
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	
Individual EHCP targets. Continuous Provision Plans which are incorporated throughout the day For Annual Review , attainment is recorded against the core area. The step and percentage of the step is added.	Communication and interaction, Cognition and learning Social, Emotional and Mental Health Physical and Sensory My Independence						
Five pillars of learning	My communication (Communication passport) My thinking (Numeracy, ICT -switches) Me & My community My body / Move My independence						
Individualised learning	My Engagement profiles (Exploring, Realisation, Anticipation, Persistence, Initiation), Communication passport - Linked to the communication hierarchy levels of pre-symbolic and symbolic communication Engagement pathway - pupil s will be using an Engagement model approach. This focuses on 5 areas – Exploration-Realisation-Anticipation – Persistence – initiation. As well as developing skills to promote their communication and life skills, the curriculum is experienced through multi-sensory approaches where learning activities/ stimuli will be presented to the children to explore and develop their learning. Asdan/ Life skills - development around pupil’s personal progress and social skills (Key stage 3 & 4)						
BSquared Engagement Steps Updated each term- core and then non-core	Core Communication and Interaction Cognition and Learning (Engagement) Sensory and Physical SEMH			Non core Communication Functional Movement Making Connections Sensory Self and Emotions			

Individualised learning	Independence - Life skills (Preparing for adult hood) Shopping, travelling, cooking, self-help skills, Physio programmes (Dressing, personal hygiene, toileting, feeding, self-regulating, transitioning)					
SCERTS	Supporting pupils to access meaningful social communication, identifying and supporting emotional regulation in a consistent manner and the consistent use of effective transactional support to develop and sustain autonomy.					
Also seen on individual pupil's MTP	Autumn Term 1 - Gather in Term 2 - Acquisition, getting going	Spring Term 3 – Sustaining and developing fluency Term 4 -Practicing independence	Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements	Autumn Term 1 - Gather in Term 2 - Acquisition, getting going	Spring Term 3 – Sustaining and developing fluency Term 4 - Practicing independence	Summer Term 5 – Generalisation and refinement Term 6 – Recording achievements
Over Arching Topic These will be adapted to the needs and abilities of our pupils	My Self / My community	The world around me	The Wider World	My Self / My community	The world around me	The Wider World
	Term 1 – Its all About Me Term 2 – Celebration	Term 3 – Frozen Touch Term 4- Let's Move	Term 5 – In Our Garden Term 6 – Go Wild	Term 1 – A place for Me Term 2 –Time to Sparkle	Term 3 – Winter wonderland Term 4 –Blooming Marvellous	Term 5 – Out of this World Term 6 – Splashing Around
Assessments will be made using Evidence for Learning TAGS Scoring against each area of engagement	Term 1:	Term 3:	Term 5:	Term 1:	Term 3:	Term 5:
	Warmth (not heat), conkers, chestnuts, blackberries appear, leaves fall from the trees, colours of orange, red, brown are seen, crisp, crunchy sounds are heard, fruit, and vegetables ready for harvesting. Scents- oranges, apples, (Fruit and veg) Engagement Profiles Class boundaries Class routines The things I like and do not like Relationships Identifying people wo are important to us.	Snow ice icicles frost Coldness and warmth Cold earth bare trees, Colours blue, white and grey Scents- mint and Eucalyptus Snowflakes Moving the snow to ... Furry and fluffy warm materials Bubbles Wrapping up for a chilly walk. Warm air on our skin Melting ice Ice painting Sensory stories	Seasonal influences and concept of time and change Warmer days Plants growing taller Fatter green grass Buds turns to leaves and flowers Return of bird song Sensory plants planted outside such as tomatoes Greens, pinks, reds, yellow, Scent- grass and tomatoes, floral smells Plant strawberries Taste test Making fruit smoothies	Warmth (not heat), conkers, chestnuts, blackberries appear, leaves fall from the trees, colours of orange, red, brown are seen, crisp, crunchy sounds are heard, fruit, and vegetables ready for harvesting. Scents oranges, apples, (Fruit and veg) Engagement Profiles Class boundaries Class routines The things I like and do not like Relationships Identifying people wo are important to us.	Snow ice icicles frost Coldness and warmth Cold earth bare trees, Colours white and grey Eucalyptus Snowflakes Moving the snow to ... Furry and fluffy warm materials Bubbles Wrapping up for a chilly walk. Warm air on our skin Melting ice Ice painting Sensory stories	Light and dark Stars Colours

<p>Due to the pupils needs and abilities teachers will use their discretion delivering RSE/SMSC to suit individual pupils in their class</p> <p>There will be opportunities through clubs, assemblies and other events which runs through the year.</p>	<p><u>RSE/SMSC</u></p> <p>Friendships /Caring friendships Emotions & Wellbeing</p> <p>Relationships, connections, sharing and turn taking.</p> <p>Autumn Celebration</p>	<p><u>RSE/SMSC</u></p> <p>Visiting Special places</p> <p>Local environment Access to our community Physical health and fitness</p> <p>Chinese New Year Valentine's Day</p>	<p><u>RSE/SMSC</u></p> <p>Seeking help / How to ask for help.</p> <p>Families and people who care for me</p> <p>Healthy Me</p>	<p><u>RSE/SMSC</u></p> <p>Friendships /Caring friendships Emotions & Wellbeing</p> <p>Relationships, connections, sharing and turn taking.</p> <p>Autumn Celebration</p>	<p><u>RSE/SMSC</u></p> <p>Visiting Special places</p> <p>Local environment Access to our community Physical health and fitness</p> <p>Chinese New Year Valentine's Day</p>	<p><u>RSE/SMSC</u></p> <p>Seeking help / How to ask for help.</p> <p>Families and people who care for me</p> <p>Healthy Me</p>
<p>Through Topic related activities pupils will experience the world around them; make choices and engage with highly motivational activities which are meaningful to them.</p>	<p>Term 2:</p> <p>Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs Presents given and received colours red, green gold silver purple Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5th November 2023 Diwali 13th November 2023 Safety Colours</p>	<p>Term 4:</p> <p>Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones Seeds can be investigated shoots and buds begin to appear – Willow, catkins, daffodils, and bluebell, Scent, chocolate, and flower scents</p> <p>Life cycle of a plant / animal Growing plants Investigate and explore a fish Using our senses to explore arrange of plants, seeds, and soils Visit a farm to see new-born animals</p>	<p>Term 6:</p> <p>Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by sun, warm earth and sand, flowers in full bloom herbs releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits Harvesting fruit Colours greens, blue, red, yellow</p> <p>Transitioning (Parents to be involved making a transition pack- likes and dislikes)</p>	<p>Term 2:</p> <p>Chill and coldness in the air Shortening of the day fog and mist Christmas carols and seasonal songs Presents given and received colours red, green, gold silver purple Christmas trees and decorations Christmas lights appear smells cinnamon nutmeg and gloves</p> <p>Fireworks, sparkle light in the sky- 5th November 2023 Diwali 13th November 2023 Safety</p>	<p>Term 4:</p> <p>Colours yellow white and blue Rainy days and puddles Windy days compost mud and stones Seeds can be investigated shoots and buds begin to appear – Willow, catkins, daffodils, and bluebell, Scent, chocolate and flower scents</p> <p>Min-beast habitats Finding mini beasts Observing mini beasts Identify different mini beasts Explore features of local habitats & predict mini beasts that may be found in each. Life cycle of mini beasts Camouflaging Features and parts of a mini beast Growing plants Using our senses to explore habitats</p>	<p>Term 6:</p> <p>Seasonal influences and concepts of time and change, brightness, heat and sunlight, dappled shade, water warmed by sun, warm earth and sand, flowers in full bloom herbs releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits Harvesting fruit Colours greens, blue, red, yellow</p> <p>Holidays What to wear/ What would I put in my suitcase? Transition (Parents to be involved making a transition pack- likes and dislikes)</p>
<p>Due to the pupils needs and abilities teachers will use their discretion delivering RSE/SMSC to suit individual pupils in their class.</p>	<p><u>RSE/SMSC</u></p> <p>Fireworks Winter wonderland</p>	<p><u>RSE/SMSC</u></p> <p>Weather- clothes to wear Mother's Day</p>	<p><u>RSE/SMSC</u></p> <p>Woodstock- access our community</p>	<p><u>RSE/SMSC</u></p> <p>Fireworks Winter wonderland</p>	<p><u>RSE/SMSC</u></p> <p>Weather- clothes to wear Mother's Day</p>	<p><u>RSE/SMSC</u></p> <p>Woodstock- access our community</p>

There will be opportunities through clubs, assemblies and other events which runs through the year.	How are we safe and who can help us? Families and people who care for me	Leisure activities Access to our community Physical health and fitness	Transition pack (communication passport) Respectful relationships Father's Day	How are we safe and who can help us? Families and people who care for me	Leisure activities Access to our community Physical health and fitness	Transition pack (communication passport) Respectful relationships Father's Day
<p style="text-align: center;">My Thinking (Cognition and learning)</p> <p style="text-align: center;">ASPECTS OF NUMERACY</p> <p>Numeracy is taught through my thinking and my independence. It supports and reinforces on the themes taught throughout the year. Through the five areas of engagement pupils are able to explore objects of permanence, cause and effect, cause and relationships and sequencing. During practical play some pupils will be encouraged to develop the use of number, shape and mathematical language. Numeracy is also covered in community visits (e.g., shopping, public transport), cooking, fundraising events, such as Christmas and Easter fairs etc. Children are supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practice, and communicate their developing understanding. It is understood that children within the phase will be working at several different cognitive levels because of this note different learning outcomes. This could include a sensory approach to numeracy with opportunities to explore concepts in wide variety of environments and ways; more and finished, full and empty or big and small. Elements of problem solving is embedded in all activities to promote thinking and develop autonomy by making connections, responding to patterns in repetition through routine, object permanence and through changing focus</p> <p style="text-align: center;">Problem Solving</p> <p>Problem-solving is an integral life skill. It helps to build character, resilience, and perseverance. Pupils at all stages of understanding are given sufficient exposure to reasoning and problem-solving activities. Providing hands-on problem-solving activities across all areas of the setting – children learn to engage in problem solving through all their experiences and have frequent opportunities to take part in creative and engaging experiences. This also links to our pupil's Engagement Profiles</p> <p style="text-align: center;">Daily routines</p> <p>Some pupils will begin to understand regular daily routines, like snack time and going-home time, and how to use numbers to describe things. Numbers can be found in most situations: indoors, outdoors and in the community, like on bus stops or street numbers. Knowing daily routines throughout the day, using a different sense and colour for each day. Transitional supports are used throughout the day</p>						
<p style="text-align: center;">ASPECTS OF LANGUAGE AND LITERACY</p> <p>Literacy curriculum activities will support pupils to develop shared interaction and turn taking and promote communication skills whilst developing attention and listening skills. Communication opportunities are built in throughout the day, to share stories, answer questions and express emotions, when pupils are supported to develop their individual communication skills. Stories and songs play an important role in the structure of every day and are linked to the particular lesson, promoting engagement. Across the day, activities are planned to promote control of both gross and fine motor skill that are required for all aspects of literacy.</p> <p style="text-align: center;">Reading</p> <p>Reading behaviour– is about children engaging in and enjoying stories, books, and rhymes through sensory approaches.</p> <p>Pre Reading- Functional eyesight and hearing, visual discrimination, sound discrimination, memory (repeat a short phrase, repeat a nursery rhyme or 4/5-line poem or tongue twister). Concentration – can engage in a task for at least 5 - 10 minutes,</p> <p>Sensory story telling is an approach that provides more opportunities for children to understand, interpret and engage with a story.</p> <p>Pictures and Symbols - recognising that print carries meaning, recognises logos, or symbols.</p> <p>Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters.</p> <p style="text-align: center;">Writing</p> <p>Muscle strength and Fine motor- Fine motor skills developed, hand eye co-ordination developed, functional sight (if VI, specialist advice followed),</p>						

Mark Making and Writing— is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.
Handwriting— is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.

ASPECTS OF COMMUNICATION AND INTERACTION- SPEAKING & LISTENING

(Informed and assessed by EHCP targets, SALT, SCERTS, Communication Framework,
Refer to Communication and/or Sensory Impairment Passport

1. Pre symbolic communication - using communication hierarchy levels and use of tactile communication

Level 1 - Pre-intentional behaviour

Level 2 - Intentional behaviour

Level 3 - Non-conventional pre-symbolic behaviour

Level 4 - Conventional pre-symbolic behaviour

Level 5 - Concrete symbolic communication

Level 6 - Abstract symbolic communication

Level 7 - Formal symbolic communication

2. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication.)

3. Play and Interaction. Turn taking, sharing, Intensive Interaction and learning through play.

4. Communicating and Interacting (Functional Communication/Pragmatics— is about how children become communicators. Learning to listen and communicate emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their expressive communication.

5. Understanding Language (Receptive/Listening- understanding simple key words instructions with an increasing range of words and concepts for example position, description, size. Choice making and understanding the impact this has on themselves.

6. Using Language (Expressive/Speaking, this includes developing use of AAC devices, communication books and boards.

7. Speech-cued articulation, delivered through the class team in liaison with SaLT

Language for Thinking – through the support of the Engagement Model, pupils are encouraged to use their means of communication to comment, suggest and make links and choices.

My Body

Including individual Physio programmes, Hydro plans and MOVE targets as well physical self-regulation techniques

Physical Development (PD)	Sensory Development & Fine/ Gross Motor Planning	Ongoing interventions that are selected to meet the needs of both individuals & groups within class. This is child led, taking into account their physical needs and how they access their environment. Activities include Sensory circuits, Sensory diets (pupils bespoke) , MOVE, Write - Dance, Clever Fingers, Story Massage, Music and Movement, TACPAC, Intensive Interaction. Pupils will access activities using their personalised equipment at all opportunities.
		Fundamental Movement (Agility, Balance, Co-ordination) Core skills (run, jump, throw, catch, strike, skip) through a multi-skills approach PE curriculum to be added -Sense model

Social emotional and well being

Access to self-regulation strategies

Identify and manage feelings and behaviour, and reach out for help where necessary, Zones of regulations,

Transitional music

Turn taking opportunities

Waiting

Sharing

Peer to Peer interaction

Finding their own voices to express themselves

Build resilience, self-esteem and confidence

SCERTS

Art enrichments

Rationale-

Every student deserves to be included within their social world. In order to do this, they will need to learn o recognise and comprehend events that are going on around them. Our pupils in the pre formal curriculum are unlikely to able to form abstract ideas but will be responding to the here and now. For that reason, our themes have to resolve around the changes and events in the world they experience. In our pre formal curriculum, we will be using the seasonal changes as well as festivals, to develop the student awareness of and participation in their own and their family's lives. Learning will take place in real life settings, throughout the year, where, students develop new skills, they come round to a seasonal event with an enhances ability to participate and enjoy themselves.

Sensory Learning Approach

Curriculum Aims



<p><u>Social Emotional and Mental Health</u> <u>Me and My Community</u></p> <p><i>Bsquared -Social Emotional and Mental Health/ Self and Emotions</i></p>	<p>Social Communication Development of Communication through a variety of AAC to support expressive and receptive communication. Provided through a whole communication approach to enable relationships to be built.</p> <p>Emotional Regulation Pupils to be taught the relevant skills and tools to maintain a good level of emotional wellbeing.</p>
<p><u>Cognition and Learning</u> <u>My Thinking</u></p> <p><i>Bsquared: Cognition and learning, Making connections</i> Engagement Profile</p>	<p>Engagement Learning opportunities throughout the school day to explore, realise, anticipate, persist and initiate. The Engagement Profile to Inform planning and Assessment.</p> <p>Curiosity For pupils to be active participants in their own learning and explore the opportunities provided to them Every Moment Matters. Enrichment opportunities to extend their learning to improve or enhance their skills, knowledge and wellbeing.</p>
<p><u>Communication and Interaction</u> <u>My Communication</u></p> <p><i>Bsquared: Communication and Interaction, Communication</i></p> <p>Communication Passports</p>	<p>Communication, Language and Literacy To use a range of communication styles to ensure pupil voice and choice. To engage in a language rich curriculum to enable pupils to access social opportunities and the wider community. Transactional supports to support social communication and Emotional Regulation</p> <p>Creativity To facilitate range of enriching experiences to promote self-expression and choice</p>
<p><u>Physical and Sensory</u> <u>My Body</u></p> <p><i>Bsquared: Sensory and Physical, Functional Movement, Sensory</i></p> <p>Sensory Impairment Passport, Manual Handling Plans, Physio Plans, Move Programmes, sensory diets/strategies</p>	<p>Physical Development Differentiated physical development through gross and fine motor input, Physio and OT input alongside MOVE. Provisions also to be made within all learning opportunities for pupils with Sensory Impairments to make progress in Liaison with STLS.</p> <p>‘The world around me’ Pupils to be provided with a breadth of sensory experiences and opportunities to explore the world around them to support realisation of the impact on the pupil. Ie experiential opportunities of all senses as appropriate throughout their school day.</p>
<p><u>Independence</u> <u>My Independence</u></p> <p>ASDAN, ‘Partnership with parents challenge’</p>	<p>Community Opportunities for pupils to develop independent living skills and social opportunities through access of the local and wider community.</p> <p>Independence Developing independent living skills through personal care and daily living skills.</p>

Example Mid-Term Plan

Mid-term plans are pupil specific across the sensory learning approach

My Body

bSquared

Sensory and Physical

- Gross motor operations (Step 5 +16%) Gets up and down stairs by holding onto the rail.
- Places round pegs in holes
- Auditory operations (Step + 14%) Listens as a member of staff talks about a book
- Responds to music by vocalising

Annual Review/ Provision Plan:

- Sensory and Physical/ MOVE Target: I will be able to stand in my stander for 25 minutes, to complete adult led activity during a morning session, once a day.
- I will be able to walk to the care suit and back to class independently, at least twice a day.

Learning experiences and activity ideas:

- Provocation tray – intonation – (warm earth and sand, flowers in full bloom herbs releasing their scents Mint, Rosemary, basil, sage caramel Butterflies, bees, sand shells, ice cream, fruits, Colours greens, blue, red, yellow
- Sandcastle
- Creative activity- Father's Day cards / suncatchers
- Explore patterns with mark making waves, footprints in sand, seashells
- Seaside pictures using shells / collage
- Large scale painting/chalking outdoors to make waves
- Just Dance Kids Under the Sea
- Cosmic Kids Yoga: Squish the Fish

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

My Thinking

bSquared links (circle): Cognition and Learning,

- Exploration (Step 5 + 4%) 'Asks' for help when frustrated
- Explores pages in books visually/haptically when working with a member of staff
- Persistence (Step 4 + 65 %) Explores an activity for five minutes when working coactively
- Pushes different shapes through matching holes when encouraged to do so by an adult

Annual Review/ Provision Plan:

- I will be able to identify and match numerals from 1-6 from a choice of three on 3 out of 4 occasions.
- I will be able to independently overwrite circular and straight lines with more control, on two out of three occasions, with verbal support.

Learning experiences and activity ideas:

- Measuring fish, buckets / Size sequencing objects i.e., shells, buckets
- Floating & sinking
- Prepositioning of objects, e.g., Sand/ball in bucket
- Counting number of objects- fishing game, colour matching
- Block graph, favourite ice cream etc
- Sequencing a four-part colourful semantic sentence to match the picture

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

Communication

Symbol level

- Objects/Photos/Symbol

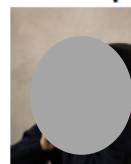
Primarily communicate

- Speech/ Voco/communication books/Photos/ Symbols

Visual aids

- Visual schedule/Adults using Makaton signs/Vocabulary boards/objects / photos/ symbols/ iPad

Mid Term plan



Term: 6

Topic/ Theme: Seaside / under the sea

My Communication

bSquared links (circle): Communication and Interaction

- Expressive communication (Step 5 + 48%) Answers yes/no questions using symbols when working with a member of staff
- Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols.
- Receptive communication (Step 5 + 10%) Completes a simple task when requested, e.g., puts their cup in the sink when asked.
- Points to their body parts when named.

Annual Review/ Provision Plan:

- I will be able to combine symbols to indicate the need for help starting with 'I want...' with words, symbols and my iPad at least 3X a day, independently.
- I will be able to request new colours when painting, e.g., by pointing to their selection, using my iPad or communication board. at least once a day, with 70% accuracy.

Learning experiences and activity ideas:

- Requesting number songs,
- Three/Four part colourful semantic sentences to match the picture
- Complete speech and language activities Pictoy 3 and 4 with a chosen peer.
- Learning songs: "A Sailor went to Sea", "A Hole In the Bottom Of the Sea", "12345 Once I Caught A Fish Alive". Under the Sea, I do like to be beside the seaside
- Small world play and exploration table
- (Using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger)

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

My Independence

bSquared

Sensory & Physical/ SEM

- Proprioceptive Operation (Step 5 + 13%) Puts lids on boxes
- Climbs on and off low equipment
- Visual Operation (Step 5 + 6%) Orientates their head or eyes towards an object when a member of staff points at it.
- Points to pictures on request

Annual Review/ Provision Plan:

- My independence: I will be able to inform an adult I need to go to the toilet, using my iPad or verbally and pointing to my toilet symbol on the table, at least once a day.

Learning experiences and activity ideas:

- Wearing and identifying appropriate clothing for weather
- Looking after yourself in the sun
- Health and safety by the sea
- Gain understanding that equipment and tools have to be used safely
- Discuss what they like and dislike about the sea & seaside
- Walking up and down three steps, with adult support

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

Me and My Community

bSquared links (circle) SEMH

- Social affection (Step 5 + 18%) Communicates with peers using words, gestures, or symbols
- Plays give-and-take games with little support.
- Emotional Affection (Step 5 +16%) Communicates "Me" and "Mine" to identify possession when familiar people are introduced/taken away
- Indicates the need for help with words, gestures, or symbols

Annual Review/ Provision Plan:

- I will be able to independently wash my hands after being changed, with verbal support, twice a day.

Learning experiences and activity ideas:

- Inclusion – Woodstock activities
- Clubs / assembly
- Role play – Pretend play cooking / picnic
- Joining assembly
- Growing plants
- Engaging in sports day
- Describing under the sea scenes: colours, sea plants, creatures, positions
- Making musical instruments – sounds of the sea

Engagement model foci (circle):

Exploration, Realisation, Anticipation, Persistence, Initiation

'The Practical Curriculum'

This curriculum is intended to be pupil centred and individualised, interactive, creative, useful and enjoyable.

The Key Stage 1/2 (KS1/2) Practical Curriculum builds on the EYFS or 'Early Learning' curriculum in order to provide the opportunities which we think are essential for the learning and development of pupils at this age, who are working at the pre key-stage standards level.

The Key Stage 3/4 (KS3/4) Practical Curriculum continues to develop the skills and knowledge pupils have accessed in their primary curriculum. The focus continues to build upon basic communication, numeracy and literacy skills towards, with further addition of functional life skills. We aim to provide a wider range of community opportunities which we think are essential for the learning and development of pupils at this age, who are working between the pre key-stage standards.

The specific aims of the Practical Curriculum model are:

- For pupils to have opportunities for hands on, immersive learning
- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer opportunities for inclusion within the school and wider community
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils' self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us and drive their learning
- To help our pupils to develop greater 'resilience' i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils.

Areas of learning are 'timetabled' in line with pupil's development and progress, with different time allocations being given to these areas as appropriate. The particular 'weightings' or priorities which pupil's may require, vary according to individual needs.

Educational Health Care Plan's form the basis of each pupil's 'individual offer' and as such the curriculum, coverage and weightings of specific activities, as well as class timetables.

Key Stage 1/2

The KS2 curriculum is split into the following 6 broad areas of learning. These areas form the backbone of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation);
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga* and *Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

Social, Moral, Spiritual and Cultural Values (SMSC)

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene.

A significant contribution is also made in regular collective worship and other curriculum activities.

The KS1/2 curriculum offers a mixture of play, exploration and focussed group learning. Child initiated play and exploratory learning enables our pupils to consolidate their skills and knowledge, while building their confidence as they develop their ability to explore, think about problems and relate to others (through interactions with adults as well as their peers). In planning and guiding these experiences, teachers create opportunities for:

- Playing and exploring: where pupils investigate and experience things, and ‘have a go’
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage 3/4

The KS3/4 is divided into 6 broad areas of learning. These areas form the pillars of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation);
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT, social sight signs, 'typing', ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga* and *Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

Social, Moral, Spiritual and Cultural Values (SMSC)

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS3/4 Practical Curriculum offers a mixture of community/life skills experiences, social opportunities and more formal teaching. Most activities will be offered in a functional context and the skills practiced in a meaningful way. Pupil's independent thinking skills and problem solving will be encouraged through pupil initiated and exploratory learning as this enables our pupils to consolidate their skills and knowledge.

KS2 and KS3/4 follow separate 2 year curriculum cycles. Over pupils' time at school this enables us to provide a curriculum that is not only 'broad, balanced and relevant' but also facilitates continuity, progression, connectivity and coherence. Practically speaking, this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for:

- Termly topics
- Suggested texts and termly literacy themes
- Termly numeracy themes
- Termly PE themes

All pupils in years 9, 10 and 11 complete ASDAN - Life Skills Challenge/ Personal Progress accreditation modules. Across the year pupils complete up to 12 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3. Most pupils within the Practical Learning Approach will be working towards or Entry 1/2 level. That said many pupils have 'spikey profiles' and strengths in particular areas, so may achieve a higher award.

These topic themes influence the literacy, communication and numeracy covered across the week, as influenced by EHCP outcomes and pre-key stage standards.

'Curriculum Leaders' or TLR holders provide suggested learning outcomes and activity documents. They also ensure resources and support are available-

In addition topic-centred medium term plans are written for each Key Stage and resources purchased for some of the suggested activities. At KS3/4 the themes link specifically to those units covered by ASDAN and/or calendar events.

These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

Teachers are then given time in Phase meetings to collaborate in their Key Stages to expand on these topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise.

Teachers are required to lead Monday and Friday class team meetings. In these meetings pupil's learning needs are discussed and reviewed, in conjunction with any wellbeing/behaviour needs that may affect this.

To prepare for these meetings teachers need to have clear plans in place to support pupil's learning. This planning ensures that day-to-day learning activities feed into long term goals and provides a framework for communication with teaching assistants in the class team. More often than not teaching assistants will set up and lead an activity in a one:one capacity or with a small group and clear planning therefore enables these staff to support learning effectively.

Pupils are assessed in the following areas:

- Educational Health Care Plans Outcomes (EHCP)
- Steps 4 Life (BSquared)
- Accreditation (Years 9,10,11)
- SCERTS (where applicable)

There are a series of locations for assessment :

- Evidence for Learning
- BSquared
- Life Skills Challenge accreditation (Years 9,10,11)

EHCP

All pupils have an individual Educational Health Care Plan. These are reviewed annually. As part of this they have a set of outcomes that last approximately one year and are the 'big' aims. These are broken down into small incremental steps, which are assessed and reviewed termly.

These are reviewed formally 3 times a year, twice at parent consultations and once at the annual review. Evidence of progress towards this is kept digitally on the Evidence for Learning system, in the form of videos, pictures and observations.

Steps 4 Life

'Steps 4 Life' are delivered through topic-based learning and holistically across the school day. The skills are split into multiple frameworks, with a focus on independence skills. These frameworks are: English, Maths, Digital Skills, Personal and Social Development, Independence, Preparing Food, Self-Care and Travel. There are 8 stages of progression:

N – Encounter
A – Awareness
R – Attention and Response
E – Engagement
P – Participation
I – Involvement

G – Gaining Skills and Understanding

M - Mastered

Students may be working on skills across multiple ‘steps’ or stages, through a topic-based approach or as incorporated within ASDAN units of learning. Steps 4 Life also provides a basis for EHCP outcomes, particularly within the area of Independence.

At FAW pupil progress within the areas of Literacy and Numeracy is recorded electronically using BSquared, which is used across Kent Special Educational Needs Trust (KSENT).

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Evidence for Learning

Please refer to ‘Assessment for Learning’ section.

Life Skills Challenge

Please refer to previous information outlined.

SCERTS®

SCERTS is a framework to support assessment and planning for children and young people with a description of autism. It targets key areas to be developed so as to facilitate effective participation in school, community and home life. There are 3 main components to the SCERTS framework.

SCERTS principles are applied throughout the Practical Learning Approach and is used in greater depth for identified pupils. For further information, please see the ‘SCERTS’ information in the Structured section.

Practical Curriculum Framework Long Term Planning – KS1&2

PRACTICAL – PRIMARY – LONG TERM PLANNING OVERVIEW						
Year	2025-2026					
Term	1	2	3	4	5	6
SMSC/Values We are...	Team Players	Respectful	Honest	Courageous	Aspirational	Resilient
Topic	My Home	Celebrations	My Community & People who help us.	Let's Go Wild	Mythical Beasts	International Explorers
Memorable Experience		Mini Festival	Job Fair?	Trip to Tyland Barn or Wildwood		Class trips
Termly Focus						
Term	1	2	3	4	5	6
Communication & Interaction	Speaking & Communicating: <ul style="list-style-type: none"> Likes & Dislikes Expressing emotions How do I communicate? 	Listening & Responding: <ul style="list-style-type: none"> Accepting difference Listening to others Responding to others. 	Engaging in communication: <ul style="list-style-type: none"> Reciprocal conversations Modelling exchanges Expressing wants & needs in the community. 	Speaking & Communicating: <ul style="list-style-type: none"> Using adjectives Building vocabulary Fluency 	Listening & Responding: <ul style="list-style-type: none"> Listening to stories Inference Listening for information 	Engaging in communication: <ul style="list-style-type: none"> Conversational skills Communicating in different contexts.
Numeracy	Number: <ul style="list-style-type: none"> <u>Place Value</u> <ul style="list-style-type: none"> Counting Ordering Grouping 	Number: <ul style="list-style-type: none"> <u>Addition & Subtraction</u> <ul style="list-style-type: none"> One more One less Counting on Shape, Space & Measure: <ul style="list-style-type: none"> <u>Geometry & Shape</u> <ul style="list-style-type: none"> 2D shapes 	Number: <ul style="list-style-type: none"> <u>Place Value</u> <ul style="list-style-type: none"> One more One less Subitising Number lines <u>Addition & Subtraction</u> <ul style="list-style-type: none"> Adding numbers to 20 and beyond. Subtracting objects. 	Shape, Space & Measure: <ul style="list-style-type: none"> <u>Measure</u> <ul style="list-style-type: none"> Length & Height Mass & Volume 	Number: <ul style="list-style-type: none"> <u>Multiplication & Division</u> <ul style="list-style-type: none"> Sharing Grouping Fractions Shape, Space & Measure: <ul style="list-style-type: none"> <u>Geometry & Shape</u> <ul style="list-style-type: none"> Position & Direction 	Shape, Space and Measure: <ul style="list-style-type: none"> <u>Measure</u> <ul style="list-style-type: none"> Money Identifying coins Grouping coins Adding coins Time Calendar Parts of the day

		<ul style="list-style-type: none"> Exploring 3D shapes 	<ul style="list-style-type: none"> Subtracting on a numberline. 			
Reading	Word Reading: Twinkl Phonics GPC Level 1-5					
	Comprehension & engaging with reading: <ul style="list-style-type: none"> Fact-files Non-fiction texts Finding information in texts 	Comprehension & engaging with reading: <ul style="list-style-type: none"> Stories from other cultures Traditional tales Features of different texts Retelling of a story. 	Comprehension & engaging with reading: <ul style="list-style-type: none"> Non-fiction texts Following recipes Reading menus 	Comprehension & engaging with reading: <ul style="list-style-type: none"> Poetry Repetitive phrases Rhyme 	Comprehension & engaging with reading: <ul style="list-style-type: none"> Tradition tales Retelling Inferences Structure of a story. 	Comprehension & engaging with reading: <ul style="list-style-type: none"> Diaries & Postcards (e.g. Jolly Postman) Features of a diary / postcard. Letters
Writing	Composition: <ul style="list-style-type: none"> Fact-files Adjectives Auto biographical 	Composition: <ul style="list-style-type: none"> Character descriptions Adjectives Sentences to describe Conveying narrative. 	Composition: <ul style="list-style-type: none"> Writing for purpose CV (Strengths and weaknesses) Invitations Community events Lists 	Composition: <ul style="list-style-type: none"> Writing instructions Labelling drawings Labelling diagrams Writing a methodology 	Composition: <ul style="list-style-type: none"> Stories Structure Creative writing Sentences for narrative. 	Composition: <ul style="list-style-type: none"> Writing in role Conjunctives. Structured writing (letters, postcards etc..)
Personal & Social /SMSC	Relationships & Sex Education <ul style="list-style-type: none"> Developing a sense of self Celebrating self-identity Encouraging freedom of expression 	Citizenship <ul style="list-style-type: none"> Appreciating and understanding different cultures Exploring different cultural and religious festivals. 	Preparing Food <ul style="list-style-type: none"> Importance of keeping body healthy Importance of physical wellbeing 	Self-Care <ul style="list-style-type: none"> To develop simple self-care routines. Encouraging understanding of importance/right to independence. Understanding puberty. 	Citizenship <ul style="list-style-type: none"> Pupil Voice – contributions to wider learning approach discussions. Considering different morals portrayed through stories. 	Physical Health & Wellbeing <ul style="list-style-type: none"> Importance of keeping body healthy Importance of physical wellbeing Mental health – emotional regulation
PE	Invasion Games	Gymnastics	Dance & Fitness	Target Games	Striking and Fielding	Athletics
Community & Independence	News & Current events	News & Current events	Managing money	Outdoor Learning	Entertainment, Leisure & Recreation	Entertainment, Leisure & Recreation
Curiosity and Creativity	Art & Design <ul style="list-style-type: none"> Portraits Drawing buildings. DT Modelling 	RE <ul style="list-style-type: none"> Understanding and appreciating cultural differences – different celebrations/festival. 	Citizenship <ul style="list-style-type: none"> Careers Safe strangers People who help us 	Science <ul style="list-style-type: none"> Habitats Life cycles Bird Watching Mini-beast hunting Where does food come from? 	History <ul style="list-style-type: none"> Back in time – understanding passing of time. Myths and Legends Fairytales and stories. 	Geography <ul style="list-style-type: none"> Countries Travel Maps & Atlases

		<ul style="list-style-type: none"> Cultural understanding/respect 			<ul style="list-style-type: none"> Medieval History 	
Digital Skills	Being safe and Responsible Online <ul style="list-style-type: none"> Safe and unsafe strangers. Online contact – how to keep safe Trusted adults – who can help us 	Using Devices <ul style="list-style-type: none"> Using devices to research/gain information Recording self Using different media 	Communicating <ul style="list-style-type: none"> Email Phone Calls Conversational skills Word processing software How to report inappropriate contact online. 	Handling Information <ul style="list-style-type: none"> Switches and controls/coding Use of apps for a purpose 	Creating and Editing <ul style="list-style-type: none"> Movie making Creating scripts using writing apps Sentence creation How to deal with unsafe content. 	Transacting <ul style="list-style-type: none"> Keyboard skills Personal details – how to keep them safe online.

Practical Mid-Term Planning KS1/2 – An Example

Subject	Term Focus	Step 3-4		Step 5-6		Step 7- Entry 1		All Steps
Termly Topic: Minibeasts		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key Vocabulary
Literacy -Reading -Writing -Phonics	•Reading Focus: Descriptions •Writing Focus: Explanations Twinkl Phonics SSP*	<ul style="list-style-type: none"> I can pat a picture in a book to indicate recognition when a member of staff asks me to find a specific item. I can explore an activity for three minutes when working coactively. I can look at a visual text with interest when it is in front of me. I can point to objects that I find interesting I can create meaningful pre-writing shapes. 	<ul style="list-style-type: none"> I know how to find specific objects when given a choice. I know how to engage with a literacy-based activity with adult support. I know how to identify and match symbols. I know that symbols having meaning relating to the text. I know how to recognise objects to do with my interests. 	<ul style="list-style-type: none"> I can join in with a familiar rhyme or story. I can describe a character or object from a story using a single descriptive word, e.g. boy, red, etc. I can answer a simple who, what, where, why, how question about the story giving a sentence explanation. I can join in discussion when sharing books/texts. I can infer what a story will be about by looking at the title and front cover. I can ask a question about a narrative. I can make marks, including some letters, with the 	<ul style="list-style-type: none"> I know that some stories have repeating phrases. I know that colours and adjectives describe objects. I know that the 5 'W' questions refer to different information (e.g., where means the location). I know that the title and pictures on the front cover can give me information about the story/contents of the text. I know that I can ask who, what, when, where, why, how questions to find out more information. I know that my name means something when it is written down. 	<ul style="list-style-type: none"> I can use phonetic cues to decode unknown words. I can use the terms: page, print, line, title, sentence, word correctly. I can identify the purpose of a text, e.g. to inform/advertise. I can use books to find information. I can suggest different sources of information. I can use capital letters correctly for proper nouns. I can include 'and' to join clauses. I can record information in simple sentences. I can put spaces between words more consistently. 	<ul style="list-style-type: none"> I know how to apply my phonetic knowledge to increasingly complex unfamiliar words. I know what terms such as page, sentence, title etc. mean. I know the difference between fiction and non-fiction writing. I know that an explanation text informs. I know that non-fiction books are a source of information. I know that I can also search the internet to find facts. I know that I can use my knowledge of text and pictures 	

				<p>intention of conveying meaning.</p> <ul style="list-style-type: none"> I can copy my name for a purpose, e.g. on a greeting card. 	<ul style="list-style-type: none"> I know how to use an increasing number of phonemes to sound out and write CVC words. 		<p>to write captions to a specific image.</p> <ul style="list-style-type: none"> I know the meaning of 'and' and how to use it appropriately in a sentence. I know how to construct simple sentences which make sense. 	
<p>Numeracy</p> <p>-Number</p> <p>-Shape, Space and Measure</p> <p>-Time and money</p> <p>-Handling Information and Data</p>	<p>Focus:</p> <p>Shape, space and measure</p> <p>Number</p> <p>Place Value</p> <p>Four Operations</p> <p>Problem-solving</p> <p>Using Common Measures, Shape and Space</p>	<ul style="list-style-type: none"> I can explore a range of objects by touch and manipulation for up to 10 seconds. I can follow the sequence of a familiar daily routine and respond appropriately. I can request more of an object using my chosen form of communication. I can identify hot/cold temperatures and handle objects with interest. I can explore the uniqueness of self-produced movements in a mirror. 	<ul style="list-style-type: none"> I know how to use a visual timetable to transition between tasks. I know what my timetable is for and what it represents. I know how to ask for more through sign, symbol or language. I know what hot and cold means. I know to take care when handling hot or cold objects. I know that my actions can be reflected in a mirror. 	<ul style="list-style-type: none"> I can find a matching object. I can actively take part in a measuring activity. I can state whether an object is hot or cold. I can match 2D shapes. I can copy simple shapes. I can find an object with a certain property. I can communicate using positional language. I can identify movement as up/down/in/out. I count a set of objects when asked "how many?". I can compare two sets of (up to 5) counters pointing 	<ul style="list-style-type: none"> I know that 'same' can mean shape, size, colour etc. I know language such as heavy/heavier/heaviest. I know some equipment associated with measuring. I know how to safely handle hot or cold objects. I know that different shapes have different properties. I know the properties of some 2D and 3D shapes. I know that "how many?" relates to the number of objects. I know simple positional language (on, in, 	<ul style="list-style-type: none"> I can use comparative language consistently. I can use the language of measurement, e.g. capacity. I can find two objects with a similar property, e.g. weight. I can comment on a change in temperature. I understand direction of movement. I can give and follow instructions using positional and directional language. I can identify and recognise common 2D and 3D shapes. I can list the similarities and 	<ul style="list-style-type: none"> I know the meaning of comparative language. I know that small objects are not necessarily lighter than large objects. I know the different units of measurement. I know where the numbers are on measuring equipment. I know what factors might affect the temperature of an object. I know the compass directions and positional language. 	

	Time Money			to the group that contains less/more etc.	next to, under, etc.). • I know that two sets of the same object can be different quantities.	differences between shapes. • I can create patterns from shapes.	<ul style="list-style-type: none"> • I know shape-based terminology. • I know the properties of most 2D and 3D shapes. • I know objects which are the same, regardless of size or colour. 	
Communication & Interaction -Speaking & Communicating - Listening & Responding - Engaging in communication		<ul style="list-style-type: none"> • I can protest through facial expression or vocalisation when a desired activity stops, or an object is removed by a member of staff. • I can mimic others' hand gestures when communicating. • I can communicate with a staff member through symbolic sounds/noises. • I can communicate with verbal or physical exclamations eg. saying 'uh-oh!' when something goes wrong. 	<ul style="list-style-type: none"> • I know how to communicate my needs through a preferred method of communication. • I know that Makaton signing is a way to communicate my wants and needs. • I know how to show how I am feeling about something through vocalisation. • I know how to express myself verbally or physically. 	<ul style="list-style-type: none"> • I can communicate to an adult my likes, dislikes, needs, feelings and my own discomfort. • I can follow simple commands (including verbs) appropriately. • I can communicate appropriately with people in a range of settings. • I can take part in a reciprocal conversation. • I can communicate using descriptive language, e.g. I want the big box. • I can communicate using positional language, e.g. the ball is in the box. • I can answer 'who?' "what?" "where?" questions. 	<ul style="list-style-type: none"> • I know that there are many ways to communicate. • I know how to use gesture, signing or words to say what I want to say. • I know that adults are here to help me. • I know how to respond appropriately to simple commands from adults. • I know how to take turns in an interaction. • I know a range of descriptive and positional language. • I know that descriptive or positional language can be used to describe an object. 	<ul style="list-style-type: none"> • I can modify my communication to correct misunderstanding. • I can give appropriate responses in work related discussions. • I can follow instructions with one or more steps. • I can ask for more information to aid my understanding. • I can contribute appropriately to simple interactions. • I can identify the main information from short verbal explanations. • I can communicate a simple statement of fact about an event or 	<ul style="list-style-type: none"> • I know how to communicate with peers to resolve situations. • I know how to answer questions in an appropriate way. • I know when it is my turn to speak during a discussion. • I know what instruction words mean, e.g. "find", "go", etc. • I know that instructions help me to achieve an end result. • I know that if I do not understand I can ask for more information on a subject or topic. • I know how to engage in group 	

					<ul style="list-style-type: none"> I know that the 5 'W' questions refer to different information (e.g., where means the location.) 	activity in the past tense.	tasks appropriately and interact with different people. <ul style="list-style-type: none"> I know how to recall information given by peers or adults when asked about topics discussed such as a peers weekend news. 	
Personal & Social Development -Relationships & Sex education -Physical & Sensory -Self care -Preparing food -Citizenship -British Values -Physical Health & Mental wellbeing	Citizenship Focus British values – link to Olympics -Respect -Tolerance -Democracy -Rule of law -Individual liberty	<ul style="list-style-type: none"> I can vocalise to a member of staff in different ways when experiencing different needs. I can respond to physical contact with happy facial expressions when playing with others. I can demonstrate an awareness of other people's feelings. I can look at the person talking to me. 	<ul style="list-style-type: none"> I know how to show preferences or initiate communication in an appropriate way. I know how to express my independence by confidently initiating conversation when playing. I know how what safe and dangerous means and will exercise caution when terms like this are said. 	<ul style="list-style-type: none"> I can listen and respond to simple information or instructions. I can try to establish myself as a member of a social group. I can take part in a simple staff-led discussion and express my views. I can comment on an object or a function, e.g. "not working". I can identify who to communicate with if there is a problem. I can identify when something is accidental. 	<ul style="list-style-type: none"> I know that if I hear my name in an instruction, it means I need to do something. I know how to interact appropriately with new and familiar peers. I know my opinions and how to do so simply. I know how to express myself appropriately when I do not agree with a suggestion. I know the difference between 'accidental' and 'deliberate'. I know the expectations at 	<ul style="list-style-type: none"> I can make appropriate contributions to group discussions. I can identify a group to which I would like to belong. I can talk about my own identity. I can give my opinion about a news topic or current event. I can recognise a familiar news website. I can justify my opinion. I can relate a news narrative to my own experience. I can accept boundaries over prolonged periods of time. 	<ul style="list-style-type: none"> I know how to respond to my peers' comments during a discussion. I know how to communicate my opinion appropriately. I know that there are different groups to which people belong. I know what makes me 'me'. I know how to relay factual statements on a topic of my choosing. I know why rules are important. I know that rules are boundaries that I must adhere to. 	

					school and in the classroom.	<ul style="list-style-type: none"> I can demonstrate an awareness of fairness. I can identify the rules I need to follow. 	<ul style="list-style-type: none"> I know what 'fair' and 'unfair' means. I know how a vote can be taken. I know that the outcome of a vote will not always be the outcome that I want. 	
Community & Independence - Entertainment, Leisure & Recreation -Travel -Managing Money -News & Current Events Chores, Routines & Maintenance -Outdoor learning	Focus: - Outdoor learning - Entertainment, leisure and recreation - Transition	<ul style="list-style-type: none"> I can express eagerness vocally or physically when presented with a familiar activity. I can observe events with interest when they are the result of their own actions. I can react excitedly to a change of environment when provided with new experiences. I can show preferences by pointing/gesturing 	<ul style="list-style-type: none"> I know how to interact with adults and peers. I know which symbols on my timetable indicate which lessons are happening. I know that actions have an effect. I know that listening to others is important. I know the difference between a familiar and unfamiliar place. I know that new experiences can be positive. 	<ul style="list-style-type: none"> I can show interest and respond to choices about activities available. I can co-operate when getting ready for an activity. I can react positively to a new activity. I can request information about a new activity. I can follow simple instructions from a familiar person when attempting a new leisure activity. I can tolerate change. 	<ul style="list-style-type: none"> I know how to express my opinion appropriately. I know I can make a choice. I know how to co-operate with other peers and adults. I know how to explore my environment safely. I know it is important to be prepared for activities. I know how to ask questions to find out more information. I know who to ask to find out more information. I know that change is okay. I know regulation strategies to help me with change. 	<ul style="list-style-type: none"> I can identify my own hobbies and interests. I can demonstrate enthusiasm about a new activity. I can ask questions about leisure activities. I can take part in a group. I can accept that it is not my turn for an activity. I can interpret social signs, e.g. no smoking, no entry, etc. I can identify the resources required for a specific activity. I can explain how to be a good role model to others. 	<ul style="list-style-type: none"> I know a range of leisure activities that are available to me. I know I will not like every activity. I know how to describe an activity and how I feel about it. I know that new experiences can be exciting. I know that the weather can affect the activities I do. I know how to take turns or on equipment. I know what common signs mean. I know which equipment matches specific activities, e.g. racket is needed for tennis, helmet is for cycling. 	

							<ul style="list-style-type: none"> • I understand that changes happen. • I know some of the reasons changes happen. • I know that I am part of a community, e.g. class/school. • I know what an appropriate friendship looks like. • I know that I can have friendships with different people for different reasons. • I know how to resolve conflict using empathy. 	
Curiosity & Creativity -Science -Music -Drama -Art & Design -D&T -Geography & History	History – link to the Olympics Art/DT – linked to Woodstock and Olympics Music – preparing a song/dance	<ul style="list-style-type: none"> • I can demonstrate a brief interest in objects in my environment. • I can observe changes to my environment. • I can talk about past events with an adult. • I can talk about what is happening now. • I can take answer simple comprehension 	<ul style="list-style-type: none"> • I know which activities I enjoy. • I know where to direct my attention when a video plays. • I know that events in a video are real events. • I know that 'before' means something that has happened in the past. • I know that 'now' means something that is happening currently. 	<ul style="list-style-type: none"> • I can identify and compare similarities and differences between old and new. • I can identify and name changes over time. • I can use words to describe past and present including, before, after, now, then, past, present, future. • I can identify how I have changed over time. 	<ul style="list-style-type: none"> • I know that some things remain the same over time. • I know that things can change over time. • I know a range of language to describe when an event happened. • I know that I have changed over time (birth to present). • I know some different media (film/books/pictures/leaflets/phot 	<ul style="list-style-type: none"> • I can compare and contrast past and present events. • I can independently identify and describe changes over time. • I can compare and contrast how people change over time. • I can use different sources to learn information about the past. 	<ul style="list-style-type: none"> • I know the difference between past, present and future. • I know that while some things change, other things remain constant. • I know some of the ways in which people change over time, including children to teenager and teenager to adult. • I know how to independently 	

	<p>for your country for Olympics</p> <p>Science - personal history (how you have grown, how your family has grown)</p>	<p>questions on a video.</p> <ul style="list-style-type: none"> I can use the words 'before' and 'now'. 		<ul style="list-style-type: none"> I can look at events from the past using different media. I can use my imagination to create something from the future. 	<p>ographs/painting s).</p> <ul style="list-style-type: none"> I know that the future will look different to how life looks now. 	<ul style="list-style-type: none"> I can make inferences about the past. I can make reasonable predictions about the future. I can create original artwork inspired by the past or future. I can engage in discussions about the Olympics and what they are. I can talk about a specific country and describe their customs and traditions. 	<p>explore different sources that could teach me about the past, e.g. the internet, books, videos, etc.</p> <ul style="list-style-type: none"> I know what the Olympics are and why they happen. I know that different countries are represented in the Olympics. I know some of the traditions of our Woodstock/Olympic country. I know that the Olympics has different events and what some of these are. 	
<p>Digital Skills</p> <p>-Being safe & Responsible online</p> <p>- Communicating</p> <p>-Creating & editing</p> <p>Transacting</p>	<p>Creating and Editing</p> <p>Transacting</p>	<ul style="list-style-type: none"> I can independently turn towards an image changing on a screen. I can initiate communication with familiar members of staff when seeking attention. I can accept help to remove my frustration. 	<ul style="list-style-type: none"> I know my own name and will look for a voice when it is called. I know that digital devices will have a reaction when pressed. I know how to track items on digital devices with my eyes across all planes. I know that adults can help me. I know the difference 	<ul style="list-style-type: none"> I can use a device to create sound. I can create an image of an object on a device. I can drag and drop objects onscreen using an access/control device. I can swipe horizontally, vertically and in a circular motion on a screen. I can observe and comment on a 	<ul style="list-style-type: none"> I know that buttons and keys can make sounds. I know how to draw on a device. I know how to move objects on a screen using a touch screen or a mouse. I know that swiping in different directions on touch screen will move it in different ways. 	<ul style="list-style-type: none"> I can create work that includes pictures and text. I can recognise simple computer terminology, e.g. print/save. I can choose the most appropriate application for my task. I can use accessibility tools with verbal prompts, e.g. 	<ul style="list-style-type: none"> I know how to copy and paste photos onto a Word document. I know how to save my work. I know how to print my work. I know a range of applications on a digital device and their logos. I know what applications such as Word, Paint and an internet 	

-Using devices & Handling information.			between familiar and unfamiliar adults.	printout of my work. <ul style="list-style-type: none"> • I can watch and respond to my name appearing onscreen as it is typed by a member of staff. • I can find my first name on a printout. 	<ul style="list-style-type: none"> • I know my name when printed in different fonts. • I know my name when it appears on a screen. • I know that my work is still my work when on screen and printed. 	change text size in Word. <ul style="list-style-type: none"> • I can edit simple information on a page, e.g. change a spelling. • I can use a graphics program, e.g. to create a picture. 	browser are and what they do. <ul style="list-style-type: none"> • I know how to edit my work when prompted to make changes such as size, style or colour. • I know how to recognise a mistake in my work using digital tools. • I know how to make corrections in text when I have made a mistake. 	
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Practical Curriculum Framework – KS3/4

PRACTICAL – SECONDARY – LONG TERM PLANNING OVERVIEW						
Year	2025-2026					
Term	1	2	3	4	5	6
SMSC/Values <i>We are...</i>	Team Players	Respectful	Honest	Courageous	Aspirational	Resilient
Topic	Me & My Future	My Global Family	Being Active!	Old Times, New Times	Let's get to work!	Let's go Travelling
Memorable Experience		Cultural food buffet	Leisure centre trip / Park Activity	Museum Trip	Careers Fair	Class Trips
Termly Focus						
Term	1	2	3	4	5	6
Communication & Interaction	Speaking & Communicating: <ul style="list-style-type: none"> How I like to communicate Conversational skills Reciprocal Conversations 	Listening & Responding: <ul style="list-style-type: none"> Sharing beliefs Listening to others] Sharing opinions respectfully. Responding to others. 	Engaging in communication: <ul style="list-style-type: none"> Asking and answering questions Communicating in the community. Interview skills 	Speaking & Communicating: <ul style="list-style-type: none"> Using adjectives Building vocabulary Scientific language 	Listening & Responding: <ul style="list-style-type: none"> Listening for information Sequencing Information retrieval Memory recall. 	Engaging in communication: <ul style="list-style-type: none"> Communicating in different contexts within the community. Communicating my needs in a range of settings.
Numeracy	Number: <ul style="list-style-type: none"> <u>Place Value</u> <ul style="list-style-type: none"> Counting Ordering Grouping One more One less Number bonds to 10. 	Number: <ul style="list-style-type: none"> Addition Subtraction Multiplication Shape, Space & Measure: <ul style="list-style-type: none"> 2D shape 3D shapes 	Shape, Space & Measure: <ul style="list-style-type: none"> Length & Height Mass & capacity & Temperature Handling Data: <ul style="list-style-type: none"> Charts Data collection and display Comparing data 	Shape, Space & Measure: <ul style="list-style-type: none"> <u>Money</u> <ul style="list-style-type: none"> Identifying coins Adding coins Creating amounts 	Number: <ul style="list-style-type: none"> Fractions Sharing Halving Quarters Grouping <ul style="list-style-type: none"> <u>Time</u> <ul style="list-style-type: none"> Timetables Transport Itineraries 	Shape, Space & Measure: <ul style="list-style-type: none"> Position & Direction Compass Points <ul style="list-style-type: none"> <u>Statistics</u> <ul style="list-style-type: none"> Tally charts Pictograms Problem solving

	Word Reading: Twinkl Phonics GPC Level 1-5					
	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Auto-Biographies • Making comparisons • Use of language 	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Stories from other cultures • Inferences • Stories - settings • Traditional tales • Retelling of a story. 	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Non-Fiction writing • Fact files • 	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Tradition tales • Retelling • Inferences • Structure of a story. 	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Stories about people (strengths, traits, jobs) • Characters & describing 	Comprehension & engaging with reading: <ul style="list-style-type: none"> • Diaries & Postcards (e.g. Jolly Postman) • Features of a diary / postcard. • Letters
Writing	Composition: <ul style="list-style-type: none"> • Auto biographies • Writing to portray information. • Profiles • Aspirations/goals 	Composition: <ul style="list-style-type: none"> • Describing settings • Postcards • Adjectives/writing to describe 	Composition: <ul style="list-style-type: none"> • Scientific writing • Methodologies • Writing instructions • 	Composition: <ul style="list-style-type: none"> • News reports/newspapers • Fact files • Statements 	Composition: <ul style="list-style-type: none"> • News reports/newspapers • Fact files • Statements • CVs • 	Composition: <ul style="list-style-type: none"> • Writing in role • Letters • Postcards
Personal & Social /SMSC	Relationships & Sex Education <ul style="list-style-type: none"> • Understanding different types of relationships (Friendships, family, romantic relationships) • Understanding puberty & changes to the body. • Growing & human life cycle. • Change & growing up • Who I want to be. 	Citizenship SMSC focus: <ul style="list-style-type: none"> • Understanding different cultures/festivals. • How do we show respect through understanding 	Self-Care <ul style="list-style-type: none"> • Body changes • Looking after ourselves • Personal hygiene • Personal hygiene items • 	Citizenship/RSE <ul style="list-style-type: none"> • Moral understanding – right/wrong • Community values • What does it mean to be honest? 	Relationships/SRE <ul style="list-style-type: none"> • Puberty • Friendships • Appropriate relationships • Appropriate behaviours & Inappropriate behaviours. 	Physical Health & Wellbeing <ul style="list-style-type: none"> • Mental health/emotional wellbeing strategies • What does being healthy mean? • Looking after our body

PE	Invasion Games	Gymnastics	Dance & Fitness	Target Games	Striking and Fielding	Athletics
Community & Independence	Entertainment, Leisure & Recreation	News & Current events	Managing money	Entertainment, Leisure & Recreation	News & Current events	Physical Health and Wellbeing
Curiosity & Creativity	Art & Design <ul style="list-style-type: none"> Getting to know you. Exploring different artistic styles of portraits Personal identity – expressing identity through art. Famous portrait artists 	RE <ul style="list-style-type: none"> Cultural differences – art/food/music Family differences Communication differences Cultural understanding – visits to places of worship. 	Science <ul style="list-style-type: none"> Why we need exercise Staying active How our bodies change Personal safety 	History <ul style="list-style-type: none"> Old toys and new toys. Dressing for the past. British History – Victorian Britain, Great fire of London, WW2 & Life on the home front. The romans and their legacy. Titanic 	Citizenship/PSHE <ul style="list-style-type: none"> Role play/work. Careers Guest speakers Team building activities Visits to workplaces CV writing 	Geography <ul style="list-style-type: none"> Travel Methods of transport Countries Continents Local vs global Map skills Wonders of the world.
Digital Skills	Being safe and Responsible Online <ul style="list-style-type: none"> Passwords Safe adults Safe information sharing PSPs & Communication passports 	Communicating <ul style="list-style-type: none"> Phone Calls Conversational skills Email/digital communication channels. 	Using Devices <ul style="list-style-type: none"> Writing CVs Word/Clicker Job websites/careers information Keyboard skills Mouse skills 	Handling Information <ul style="list-style-type: none"> Switches and controls Recording data Finding information 	Creating and Editing <ul style="list-style-type: none"> Finding information Creating fact files Video/film recording 	Transacting <ul style="list-style-type: none"> Word processor skills Personal info PSP and communication passports – typing own documents.

Practical Mid-Term Planning KS3/4 – An Example

Subject	Term Focus	Step 3-4		Step 5-6		Step 7- Entry 1		All Steps
		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key Vocabulary
Termly Topic: Leisure Pursuits & Holidays								
Literacy -Reading -Writing -Phonics	<p>● Reading Focus: - Encouraging independent reading habits, fostering a love for books, and exploring a variety of reading materials.</p> <p>● Writing Focus: Reflecting on the year's writing progress, celebrating achievements, and setting goals for further literacy development.</p> <p>Twinkl Phonics SSP*</p>	<ul style="list-style-type: none"> I can Indicate a preference when provided with two pictures of equally liked activities I can indicate a preference when provided with two pictures of equally liked items I can explore an activity for five minutes when working coactively I can use pincer grip to hold objects I can copy different patterns following visual cues. I can follow a visual recipe 	<ul style="list-style-type: none"> I know that I can choose my preferred activity. I know I can choose my preferred item. I know how to explore activities on my own. I know how to follow instructions to carry out an activity. I know how to make my own marks for meaning. I know how to follow a sequence of images. 	<ul style="list-style-type: none"> I can find the title of a book I can point to text when reading I can identify initial sounds of my name and words I see often I can ask questions regarding the narrative I can ask who, what, where questions I can identify things that have gone well I can identify things I find hard I can share my thoughts with adults I work with. I can use the capital "I" in my writing. I can punctuate with full stops 	<ul style="list-style-type: none"> I know how to identify a book that I find interesting I can begin to read things of interest with support I know how to engage in conversation about a book I know how to identify key events in a story or book I know how to praise myself and set future targets I know how to refer to myself appropriately in my writing 	<ul style="list-style-type: none"> I can make simple factual statements about basic information they have read or had read to them I can recall key facts from a narrative, e.g. when, where, who I can retell narrative in own words I can choose from a list of adjectives to add to their description, e.g. red hat/hot drink I can caption pictures/imag es/photograp hs 	<ul style="list-style-type: none"> I know how to remember and recall key information that I have read or had read to me. I know how to use descriptive language to add detail to my sentences I know how to interpret the pictures/images/p hotographs liam using and can accurately caption the images. I know how a sentence is constructed I know how to read my own writing I know how to recognize where I've made mistakes 	Who? What? Why? Where? When? Want? Like Dislike Recipe

		when working coactively.		and capital letters		• I can construct a simple sentence		
Numeracy -Number -Shape, Space and Measure -Handling Information and Data	Advanced Addition and Subtraction: Introduce more advanced addition and subtraction strategies and concepts, such as regrouping. Application of Numeracy Skills: Provide opportunities for students to apply their numeracy skills in real-life contexts, such as problem-solving challenges, projects, and practical activities.	<ul style="list-style-type: none"> • I can Identify common objects by pointing/looking at them when they have been named • I can copy a member of staff building/knock towers of three or four blocks when playing with bricks • I can follow a simple one- or two-key word instruction when accompanied by gestures and context • I can Interact with a common object briefly when its name is spoken or signed • I can apply a familiar action to a new cause-and-effect activity to try and make it work 	<ul style="list-style-type: none"> • I know how to correlate objects with their name. • I know how to relate quantities to numbers. • I know how to follow simple instructions. • I know how to apply familiar action in order to activate different cause-effect objects.. 	<ul style="list-style-type: none"> • I can identify how many groups I have • I can split objects equally • I can identify the pattern • I can identify the end of the pattern • I can continue the pattern from where it ends • I can add values of 1 together to make a total • I can use mathematical strategies (addition and subtraction) to calculate totals • I can use mathematical strategies (addition and subtraction) to calculate the difference between 2 totals • I can use appropriate terminology relating to mathematical strategies 	<ul style="list-style-type: none"> • I know how to share objects equally between groups of people • I know how to copy and continue a simple pattern • I know how to sequence numerals independently • I know how to shop with items valued up to 3p with 1p coins • I know how to problem solve practical issues (is there enough for everyone, do we need more) 	<ul style="list-style-type: none"> • I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ • I can demonstrate an understanding that the total number of objects changes when objects are added or taken away • I can find the difference between two numbers using objects • I can demonstrate an understanding of the mathematical symbols of add, subtract, and equal to • I can demonstrate an 	<ul style="list-style-type: none"> • I know how to use addition & subtraction in word problems, numerical problems and concrete objects. • I know what different numerical signs mean (+ - & =) • I know how to sensibly and accurately estimate when to quantities are added together or taken away. • I know to confidently communicate the difference between two numbers. • I know the process I need to take to complete a sum and can explain it 	Add Add on Subtract Take away Equals Equals

						<p>understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$)</p> <ul style="list-style-type: none"> • I can add and subtracts two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus • I can provide a simple explanation for their results 		
<p>Communication & Interaction</p> <p>-Speaking & Communicating</p> <p>- Listening & Responding</p>		<ul style="list-style-type: none"> • I can mimic others' hand gestures/intonation/ mouth movements when communicating • I can communicate with a member of staff/peers through symbolic 	<ul style="list-style-type: none"> • I know that actions and movements have meaning. • I know that I can use my preferred communication method to communicate with familiar people. • I know how to associate sounds with routines. 	<ul style="list-style-type: none"> • I can use my understanding of communication to highlight my opinion and begin to explain my reasoning behind this • I can use appropriate words and phrases for emotions 	<ul style="list-style-type: none"> • I know how to show agreement or disagreement of another person's viewpoint in my chosen style of communication • I know how to verbalise my feelings in an 	<ul style="list-style-type: none"> • I can understand and follow simple discussions or exchanges with another person about straightforward topics. • I can take turns to speak & knows when to listen in a social situation • I can respond to a question about 	<ul style="list-style-type: none"> • I know that other people can have different opinions • I know how appropriately communicate with familiar & unfamiliar adults • I know how to hold a 	<p>Copy</p> <p>Turns</p> <p>Listen</p> <p>Reply</p> <p>Different</p> <p>Same</p>

- Engaging in communication		<ul style="list-style-type: none"> sounds/noises, e.g. laughter I can respond to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes I can respond to frequently used words or signs appropriately when used in appropriate context, e.g. "All gone", "Bye-bye", etc. I can initiate social games by taking a proactive role when engaging with a member of staff, e.g. hides their face and reveals it to start peek-a-boo I can initiate interaction with a familiar person at mealtimes 	<ul style="list-style-type: none"> I know the meaning of commonly used words such as "go, stop, happy and sad". I know how to communicate my wants and needs in order to access a variety of learning opportunities, 	<ul style="list-style-type: none"> I can identify my preferences I can follow appropriate social cues when identifying my preferences I can identify my opinion on a topic I can express this in an appropriate manner to a member of staff I can use appropriate wording when expressing my opinion 	<ul style="list-style-type: none"> appropriate way. I know how to appropriately communicate my preference between 2 or more differing activities I know how to identify and express simple opinions such as like and dislike in an appropriate manner 	<ul style="list-style-type: none"> specific chosen information. I can answer simple questions from unfamiliar people with prompting. I can speak clearly enough to be understood by familiar and unfamiliar people. I can Ask appropriate questions I can Communicates their feelings about a range of relevant topics, 	<ul style="list-style-type: none"> reciprocal conversation. I know once I've asked a question I need to wait for the reply. I know that I can feel different feelings and emotions at different points during the day I know how to confidently communicate with an adult about my feelings & relevant topics 	
Personal & Social	- British Values	<ul style="list-style-type: none"> I can demonstrate contentment/sa 	<ul style="list-style-type: none"> I know how to express 3 basic feelings. 	<ul style="list-style-type: none"> I can identify emotions based on actions 	<ul style="list-style-type: none"> I know how to identify others emotional states 	<ul style="list-style-type: none"> I can name and label the main 	<ul style="list-style-type: none"> I know that different body 	Sadness Movement

<p>Development</p> <ul style="list-style-type: none"> - Relationships & Sex education -Physical & Sensory -Self care -Preparing food -Citizenship -British Values -Physical Health & Mental wellbeing 	<p>-Physical Health & Mental wellbeing</p>	<p>ness through expressions and body language when people/actions please/upset me.</p> <ul style="list-style-type: none"> • I can respond to physical contact with happy facial expressions when playing with others • I can allow myself to be guided through a range of movements or actions • I can maintain the equilibrium of my body posture during movement • I can explore textures of different foods by touch for up to 10 seconds 	<ul style="list-style-type: none"> • I know how to show my friends that I am enjoying a shared game. • I know how to tell a peer to stop if they're making me sad. • I know that different foods have different textures. • I know how to express like/dislike when exploring different foods. 	<ul style="list-style-type: none"> • I can support others if they are upset • I can brush my teeth with support • I can identify multiple aspects of my regular daily routines • I can identify what I need to complete regular daily routines • I can engage in discussions about a set topic • I can identify my own personal opinion • I can listen appropriately and communicate my opinion at an appropriate time 	<p>and react accordingly to this.</p> <ul style="list-style-type: none"> • I know how to engage in my morning/ night-time routine • I know how to challenge ideas appropriately • I know how to comment on current issues. 	<p>external parts of the body</p> <ul style="list-style-type: none"> • I can Identify ways in which I can feel better physically • I can Identify exercises or choices I can make to keep myself healthy • I can give examples of different ways they keep themselves clean • I can Identify some of the physical changes that occur in puberty for males and females. • I can play a social/team game with a peer/peers 	<p>parts have different names</p> <ul style="list-style-type: none"> • I know that exercise, eating healthily and sleep are key factors to being healthy. • I know what personal hygiene is and can name two items we would use to carry out personal hygiene routines. • I know how to keep myself clean and can sequence a shower/cleaning routine. • I know that my body will change when I experience puberty and can name two changes. • I know how to describe different ways in which puberty effects boys/girls 	<p>Food Hygiene Healthy Teamwork Choice</p>
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Community & Independence - Entertainment, Leisure & Recreation -Travel -Managing Money -News & Current Events Chores, Routines & Maintenance -Outdoor learning	-Travel -Outdoor learning	<ul style="list-style-type: none"> I can travel over a variety of surfaces. I can recognise familiar places such as the field, playground, shops and park. I can follow a simple one- or two-key word instruction when accompanied by gestures and context. I can respond to a journey on public/commercial transport with positive facial expressions/noises/actions 	<ul style="list-style-type: none"> I know that different surfaces require me to use different techniques to balance my body. I know how to follow simple instructions such as stop and go. I know how to express enjoyment when using different ways of transportation 	<ul style="list-style-type: none"> I can understand the terms left, right, forwards, backwards, up and down I can follow positional directions independently I can identify buildings and landmarks I commonly see I can appropriately describe my position in relation to these landmarks I can identify safe spaces to walk (pavement) I can identify safe and unsafe ways of acting around roads I can identify the hazards unsafe ways could have on myself and others 	<ul style="list-style-type: none"> I know how to locate objects when given simple positional directions I know how to sequence a familiar journey that I undertake regularly I know where the bus number/ destination is located on a bus I know how to safely walk around roads and identify potential hazards (road, sharp items) 	<ul style="list-style-type: none"> I can identify local methods of transport I can identify the name of the place they want to travel to I can demonstrate behaviour which is appropriate for a short trip on public transport I can organize what I will need for a trip into the community I can wear clothing appropriate for the task, e.g. apron if cooking/painting/cleaning 	<ul style="list-style-type: none"> I know and can name three different methods of traveling on local transport I know how to travel to a local supermarket I know to behave in an acceptable way in public I know what equipment/items I will need to take on a trip into the community I know that the weather can affect what clothes I will need I know that different trips will need different equipment (horticulture – Wellies /Shopping bags & money) I know how to communicate what different clothing I will need for different tasks 	Leisure Places Transport Safe Behaviour Travel Community
		<ul style="list-style-type: none"> I can engage with different 	<ul style="list-style-type: none"> I know that different materials have 	<ul style="list-style-type: none"> I can use descriptive terminology 	<ul style="list-style-type: none"> I know how to communicate about textures 	<ul style="list-style-type: none"> I can tolerate different textures and 	<ul style="list-style-type: none"> I know that different textures and materials 	Texture Describe Touch

-Science -Music -Drama -Art & Design -D&T -Geography & History	- History	materials and textures. <ul style="list-style-type: none"> I can describe at least two different textures (soft/rough) I can engage in different sensory related activities 	different textures. <ul style="list-style-type: none"> I know the name to at least two different textures. I know how to indicate like/dislike for a texture. I know how to independently explore different activities with different textures, 	when discussing different textures (rough, smooth, soft, hard etc.) <ul style="list-style-type: none"> I can identify textures that are commonly used now and in the past. I can use some comparative language with support I can use appropriate language when discussing events I can use the past tense during conversations I can use various textiles to create a piece of art I can use knowledge of history in my creative work 	<ul style="list-style-type: none"> I know how to compare textures use both now and in the past. I know how to communicate about a past event appropriately I know how to create art based on a topic 	materials when using them in a creativity activity <ul style="list-style-type: none"> I can communicate & describe at least four different types of textures (smooth, rough, soft & hard) I can use different mediums during an art/creativity lesson (Paint, pencils, chalk, charcoal & pens) I can recall key dates throughout the year 	require differing pressures for effect <ul style="list-style-type: none"> I can use my descriptive language in a full sentence with growing confidence (The paper is rough) I know and can name different mediums I know how many days, in a week, months in a year and important dates throughout the year. 	Feel Description
Digital Skills -Being safe & Responsible online -Communicating	-Using devices & Handling information.	<ul style="list-style-type: none"> I can interact with a familiar digital device briefly when its name is spoken or signed I can coactively grasp access/control device I can participate in access/control 	<ul style="list-style-type: none"> I know the name of two digital devices e.g. ipad & computer. I know how to use two different devices with minimal support to open apps or play a simple 	<ul style="list-style-type: none"> I can identify that something is new to me I can identify what questions i have an ask in an appropriate manner I can identify similarities to apps I have 	<ul style="list-style-type: none"> I know how to ask questions regarding new or unfamiliar apps I know how to compare a new app/ piece of software to one i have used previously I know how to achieve specific 	<ul style="list-style-type: none"> I can Log on to a preferred device correctly with a given password and explains why their password is only for them. I can Find information on the 	<ul style="list-style-type: none"> I know to use a computer with growing confidence I know how to keep my password and log in safe and how to keep myself safe online. I know how to use a 	Computer iPad Internet Application Online safety Search Login Password

<p>-Creating & editing</p> <p>Transacting</p> <p>-Using devices & Handling information.</p>		<p>device activation activities with verbal/physical prompting</p> <ul style="list-style-type: none"> I can activate an access/control device as a reflex movement, but not aware of its links with action I can communicate to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!" when something goes wrong I can communicate surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed 	<p>point and click game.</p> <ul style="list-style-type: none"> I know how to communicate when something has gone wrong and request the appropriate help. I know how the actions that correlate with familiar objects. 	<p>used previously</p> <ul style="list-style-type: none"> I can identify differences to app I have used previously I can use knowledge of familiar apps to support my use of a new app I can recreate actions that have achieved success in the past on familiar apps I can identify a specific folder after it has been described to me 	<p>results when using a familiar piece of equipment</p> <ul style="list-style-type: none"> I know how to find a specific folder that is on my screen 	<p>internet coactively with a familiar person.</p> <ul style="list-style-type: none"> I can accept some limitations when using digital equipment, e.g. time, prohibited websites I can open a browser and types onto the address bar to access information on a familiar device I can select pages on the internet that they think are relevant 	<p>search engine to find different information relating to our topic.</p> <ul style="list-style-type: none"> I know that I need to share time on a device. I know how to select relevant information from the internet. I know how to use a mouse & keyboard with growing accuracy and confidence. 	
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'The Structured Curriculum'

This curriculum is intended to be pupil centred and individualised, interactive, creative, useful and enjoyable.

The Key Stage 2 (KS2) Structured Curriculum builds on the Key Stage 1 or 'Early Learning' curriculum in order to provide the opportunities which we think are essential for the learning and development of pupils at this age, who are working at the pre key-stage standards level. There is also a key focus on communication, emotional regulation and wellbeing which is primarily delivered through the SCERTS approach and Interoception Curriculum.

The Key Stage 3/4 (KS3/4) Structured Curriculum continues to develop the skills and knowledge pupils have accessed in their primary curriculum. The focus continues to build upon fundamental communication and numeracy and literacy skills, with the further addition of functional life skills. We aim to provide a wider range of community opportunities which we think are essential for the learning and development of pupils at this age, who are working between the pre key-stage standards.

The specific aims of the Structured Curriculum model are:

- For pupils to have opportunities for hands on, immersive learning
- For pupils to become more competent communicators (through whichever method suits them best)
- For pupils to fulfil their potential in terms of being independent
- To provide relevant breadth and balance of learning opportunities
- To offer opportunities for inclusion within the school and wider community
- To enable pupils to value themselves as part of society
- For pupils to develop a greater awareness of themselves and their capabilities
- To develop pupils' self-esteem and confidence alongside their practical skills and ability to use and apply their knowledge where possible
- To allow pupils the opportunity to surprise us and drive their learning
- To help our pupils to develop greater 'resilience' i.e. the capacity to cope and thrive in the face of negative events, challenges or adversity.

Key Stage 2

The KS2 curriculum is split into the following 6 broad areas of learning. These areas form the backbone of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation);
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT, social sight signs, 'typing', ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga* and *Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately.

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

Social, Moral, Spiritual and Cultural Values (SMSC)

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS2 curriculum offers a mixture of play, exploration and focussed group learning. Child initiated play and exploratory learning enables our pupils to consolidate their skills and knowledge, while building their confidence as they develop their ability to explore, think about problems and relate to others (through interactions with adults as well as their peers). In planning and guiding these experiences, teachers create opportunities for:

- Playing and exploring: where pupils investigate and experience things, and ‘have a go’
- Active learning: where pupils are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically: where pupils develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage 3/4

The KS3/4 is divided into 6 broad areas of learning. These areas form the pillars of the curriculum.

Communication and Interaction

This area focuses on developing the communication skills that our learners need to ensure they can express their needs, wants, feelings and emotions, such as:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive / receptive language e.g. Giving instructions
- Commenting and providing information e.g. planning future events, reporting recent activities
- Ways to communicate needs / wants e.g. seeking attention
- Play behaviour and communicating to others;
- Conversation skills (intensive interaction to verbal conversation;
- Inclusion
- Developing purposeful use of PECS system, VOCA or Makaton.

Functional Literacy and Numeracy Skills

This area focuses on equipping our pupils with the essential skills needed for English and Maths, in order to enable them to participate more successfully in life and learning, such as:

- Literacy – combining the skills of reading and writing, including, exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books. It may include: response to books & text, name writing, matching symbols/photos, reading for meaning, high frequency words, matching photos to words etc, phonics, social sight signs, menus, recognising symbols in the widest sense, timetables, accessing ICT, social sight signs, 'typing', ICT.
- Numeracy – understanding ways to apply maths in the environment, number concepts and calculations and an understanding of shape, space and measures; developing an awareness of, and observation of patterns in the environment and the ability to collect and organize information. It may include: money, counting, large / small, time, use of ICT, recognising coins, sorting, long/ short, exchanging, matching, heavy/ light, related functional setting, cause & effect, shapes 2D & 3D, adding, weight, take away, length, data handling – graphs, colours, sequencing, pattern & sequence, recognising numerals, capacity, positional language, more / less.

Physical and Sensory Development

This area focuses on helping our learners to develop increasing control over their bodies, muscles and physical co-ordination, in terms of both their fine and gross motor skills. It also relates to meeting pupil's sensory needs in an appropriate way. Activities include Sensory Circuits, PE, *Clever Fingers*, *Yoga* and *Swimming*.

Independent Living Skills

This area focuses on the routine tasks which are essential to day-to-day living - travel training and general mobility (knowing where you are going, moving around inside / outside); personal care; dressing & clothes; shopping; community awareness and survival cooking / eating; making choices; behaviour; private/public; asking for needs / wants appropriately.

Skills for life – topic

This area focuses on supporting our learners to develop their knowledge and awareness of nature and the universe, through observation and experimentation, and then their ability to practically apply it. It is also where pupils are encouraged nurturing the imagination, problem solving, thinking and motor skills of our learners, through exploration, decision making and expression.

Social, Moral, Spiritual and Cultural Values (SMSC)

Generally these activities are covered as part of topic-based sessions or whole school activities. Some explicit opportunities include, for example, learning about morals through a religious story or tolerance of difference by celebrating a religious festival. Other needs are addressed through direct teaching or personalised programmes in a specific area e.g. personal hygiene. A significant contribution is also made in regular collective worship and other curriculum activities.

The KS3/4 Practical Curriculum offers a mixture of community/life skills experiences, social opportunities and more formal teaching. Most activities will be offered in a functional context and the skills practiced in a meaningful way. Pupil's independent thinking skills and problem solving will be encouraged through pupil initiated and exploratory learning as this enables our pupils to consolidate their skills and knowledge.

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils.

Areas of learning are 'timetabled' in line with pupil's development and progress, with different time allocations being given to these areas as appropriate. The particular 'weightings' or priorities which pupils may require, vary according to individual needs.

Educational Health Care Plan's form the basis of each pupil's 'individual offer' and as such the curriculum, coverage and weightings of specific activities, as well as class timetables.

KS2 and KS3/4 follow separate 2 year curriculum cycles. Over pupils' time at school this enables us to provide a curriculum that is not only 'broad, balanced and relevant' but also facilitates continuity, progression, connectivity and coherence. Practically speaking, this approach also enables us to ensure that resources are not all in demand by everyone at once. The 2 year cycle provides guidance for:

- Termly topics
- Suggested texts and termly literacy themes
- Termly numeracy themes
- Termly PE themes

All pupils in years 9, 10 and 11 complete ASDAN - Life Skills Challenge/ Personal Progress accreditation modules. Across the year pupils complete up to 12 modules which are selected based upon their needs and abilities. A central record is maintained, so as to ensure continuity and progression. Modules are levelled using Working towards, Entry 1, Entry 2 and Entry 3, Level 1, Level 2, Level 3. Most pupils within the Practical Learning Approach will be working towards or Entry 1/2 level. That said many pupils have 'spikey profiles' and strengths in particular areas, so may achieve a higher award.

These topic themes influence the literacy, communication and numeracy covered across the week, as influenced by EHCP outcomes and pre-key stage standards

'Curriculum Leaders' or TLR holders provide suggested learning outcomes and activity documents for the six key areas. They also ensure resources and support are available

In addition topic-centred medium term plans are written for each Key Stage and resources purchased for some of the suggested activities. At KS3/4 the themes link specifically to those units covered by ASDAN and/or calendar events.

These curriculum webs provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation

- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

Teachers are then given time in Phase meetings to collaborate in their Key Stages to expand on these topic webs – this enables them to develop curricular ideas and to share specific skills, resources and expertise.

Teachers are required to lead Monday and Friday class team meetings. In these meetings pupil's learning needs are discussed and reviewed, in conjunction with any wellbeing/behaviour needs that may affect this.

To prepare for these meetings teachers need to have clear plans in place to support pupil's learning. This planning ensures that day-to-day learning activities feed into long term goals and provides a framework for communication with teaching assistants in the class team. More often than not teaching assistants will set up and lead an activity in a one:one capacity or with a small group and clear planning therefore enables these staff to support learning effectively.

Pupils are assessed in the following areas:

- Educational Health Care Plans Outcomes (EHCP)
- Steps 4 Life (BSquared)
- Accreditation (Years 9,10,11)
- SCERTS (where applicable)

There are a series of locations for assessment :

- Evidence for Learning
- BSquared
- Life Skills Challenge accreditation (Years 9,10,11)

EHCP

All pupils have an individual Educational Health Care Plan. These are reviewed annually. As part of this they have a set of outcomes that last approximately one year and are the 'big' aims. These are broken down into small incremental steps, which are assessed and reviewed termly.

These are reviewed formally 3 times a year, twice at parent consultations and once at the annual review. Evidence of progress towards this is kept digitally on the Evidence for Learning system, in the form of videos, pictures and observations.

Steps 4 Life

'Steps 4 Life' are delivered through topic-based learning and holistically across the school day. The skills are split into multiple frameworks, with a focus on independence skills. These

frameworks are: English, Maths, Digital Skills, Personal and Social Development, Independence, Preparing Food, Self-Care and Travel. There are 8 stages of progression:

N – Encounter
A – Awareness
R – Attention and Response
E – Engagement
P – Participation
I – Involvement
G – Gaining Skills and Understanding
M - Mastered

Students may be working on skills across multiple ‘steps’ or stages, through a topic-based approach or as incorporated within ASDAN units of learning. Steps 4 Life also provides a basis for EHCP outcomes, particularly within the area of Independence.

At FAW pupil progress within the areas of Literacy and Numeracy is recorded electronically using BSquared, which is used across Kent Special Educational Needs Trust (KSENT).

This is an online programme, where each pupil will have a record on attainment. Teachers make a summative judgment using the descriptors above. This gives teachers a percentage for the amount of progress each student has made.

Evidence for Learning

Please refer to ‘Assessment for Learning’ section.

Life Skills Challenge

Please refer to previous information outlined.

SCERTS®

SCERTS is a framework to support assessment and planning for children and young people with a description of autism. It targets key areas to be developed so as to facilitate effective participation in school, community and home life. There are 3 main components to the SCERTS framework

1. **Social Communication** is a key area to focus on in order to develop functional language and communication skills and support the building of relationships with others. Pupils are assessed as being at a social partner, language partner or conversational partner stage. Targets are then planned for development of skills to support progress and movement through the stages. *This is the **SC** of the SCERTS framework.*
2. **Emotional Regulation** - children and young people with autism often have difficulties in recognising and coping with emotions, moving through changes and hence being ready to learn at home and at school. Accurately assessing this area of emotional regulation is vital

in order to understand where children and young people are in terms of coping with change, managing their sensory responses, being able to focus in class and other situations at home and at school. Targets are then planned to support the development of skills in self-regulation as well as in understanding other people can be useful in coping with emotions and change (mutual regulation). *This is the **ER** of the SCERTS framework.*

- 3. Transactional Supports** are the ways in which we can structure the classroom, or other places where the child or young person learns and plays in order to support progress. It also supports the adults to know what they can do to support such as reducing language or allowing time to process information. Focusing on transactional supports creates a highly skilled workforce. This is the **TS** of the SCERTS framework.

SCERTS complements our other forms of assessment and helps pupils to make progress in terms of their learning. At Five Acre Wood School it is implemented as a joint plan with frontline professionals, advisory staff and the family all working together. Parents / carers are encouraged to express their views of the functional skills they feel their child needs in the various contexts in which they live and learn. Any challenging behaviours observed in pupils are seen as communication attempts. All pupils have a Personal Support Plan, which clearly details effective strategies to support each learner when they are at various stages of regulation/ dysregulation.

Structured Curriculum Framework Primary (KS1&2)

Structured Approach – Primary Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1 (24-25)	It's good to be me	Wonderful Winter Festivity & Sparkle	Amazing Animals	Sunshine & Flowers	On the Move	Sun, Sea and Sand
Cycle 2 (25-26)	Me and My world	Good Night Sleep <i>Arctic Adventure</i> <i>Visiting new places</i>	Blast from the past	Superheroes	Food, glorious food	Tell me a story/sing me a song
Cycle 3 (26-27)	All about me & my class	Celebrations & VIPs	Transport & Travel	World Animals	Caring for our world	Fantasy Land
Cycle 4 (27-28)	Getting to know you	Celebration	Let's go travelling	British Animals	Understanding my world	Once upon a time

Structured Approach key values:

In the Structure Approach, we offer numerous opportunities for social interaction, enabling the development of communication skills and emotional regulation through appropriate transactional support. Our aim is to foster independence, nurture healthy minds, and cultivate functional life skills. The design of the Structured Approach includes elements of Hygge, creating a comfortable and cosy ambiance for everyone.

<p>Continuing provision Individual EHCP targets</p>	<p>Communication and interaction , Cognition and learning Social, Emotional and Mental Health Physical and Sensory & Independence</p> <p>Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships</p> <p>SMSC: Families and people who care for me, Caring friendships, Respectful relationships, Being safe, Mental wellbeing, Internet safety and risks, Physical health and fitness, Health and prevention.</p>
<p>Communication and Interaction</p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS, Communication Framework,</p>	<p>Speaking & Listening</p> <p>1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</p> <p>2. Play and Interaction</p> <p>3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)</p> <p>4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes)</p> <p>5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,)</p> <p>6. Speech- articulation- this should be done with advice from SALT)</p> <p>7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can't see, imagination, thinking, how, why and inference.</p>
<p>Language and Literacy -</p> <p>Story share & Topic related consolidation</p>	<p>ASPECTS, LANGUAGE AND LITERACY</p> <p>Reading</p> <p>1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes,</p> <p>2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right.</p> <p>3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences.</p> <p>4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.</p> <p>5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.</p> <p>Writing</p> <p>1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.</p> <p>3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. For further skills see National Curriculum.</p>

Cycle 2 – 2025-2026 Curriculum coverage

Term 1 Me & My World	Term 2 Good Night Sleep	Term 3 Blast from the past	Term 4 Superheroes	Term 5 Food, Glorious Food	Term 6 Tell me a story/sing me a song
Individual EHCP outcomes and targets	Individual EHCP outcomes and targets	Individual EHCP outcomes and targets	Individual EHCP outcomes and targets	Individual EHCP outcomes and targets	Individual EHCP outcomes and targets
SCERTS	SCERTS	SCERTS	SCERTS	SCERTS	SCERTS
English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating 	English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating 	English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating 	English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating 	English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating 	English <ul style="list-style-type: none"> • Reading • Writing <ul style="list-style-type: none"> • Speaking, listening & communicating
Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data 	Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data 	Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data 	Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data 	Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data 	Mathematics <ul style="list-style-type: none"> • Using numbers & number systems • Common measures, shape & space <ul style="list-style-type: none"> • Handling information & data
Personal & Social Development <ul style="list-style-type: none"> • Citizenship <ul style="list-style-type: none"> • Physical Health & Mental Wellbeing • Relationships & Sex Education 	Self-Care <ul style="list-style-type: none"> • Managing toilet needs • Managing & Monitoring Health • Managing clothing needs <ul style="list-style-type: none"> • Washing & Bathing 	Digital Skills <ul style="list-style-type: none"> • Being safe & responsible online • Communicating • Creating & editing • Transacting <ul style="list-style-type: none"> • Using devices & handling information 	Travel <ul style="list-style-type: none"> • Moving Around • Planning a journey • Undertaking a journey 	Preparing Food <ul style="list-style-type: none"> • Hygiene, Health & Safety • Preparing meals, snack & drinks • Taking Nutrition • Using utensils & appliances 	Independence <ul style="list-style-type: none"> • Choirs, routines & maintenance • Entertainment, leisure & recreation • Managing money <ul style="list-style-type: none"> • News & Current Events

Term 1 Me & My World	Term 2 Good Night Sleep	Term 3 Blast from the past	Term 4 Superheroes	Term 5 Food, Glorious Food	Term 6 Tell me a story/sing me a song
<p>Conversation Partner</p> <p>Supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. Demonstrating to the children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <ul style="list-style-type: none"> School Routines Friendship Behaviour People who help us 	<p>Conversation Partner</p> <p>This topic teaches children about the importance of a good night's sleep and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals and people who work at night</p> <ul style="list-style-type: none"> Night and day, Sleep, Nocturnal animals Habitats Jobs Understand the importance of sleep Identify bedtime routines Know the effects of lack of sleep Recognise sleep-friendly environments Discover the role of diet in sleep Learn relaxation techniques Reflect on personal sleep habits and improvements 	<p>Conversation Partner</p> <ul style="list-style-type: none"> Introduction to the past (Understanding of timelines and the concept of past and present) Understanding old and new (Ability to distinguish between old and new items and their uses) Family tree/childhood photographs To identify toys from the past and compare them. Understanding changes in everyday life like technology, transport, and home appliances. To explore how schools have changed over time. To identify how food and eating habits have changed. 	<p>Conversation Partner</p> <p>1. Comic superheroes (Spiderman, Batman, Mr Incredible etc.) 2. Real-life Superheroes: The Emergency Services, etc. 3. Keeping Safe (safety online and in everyday life)</p>	<p>Conversation Partner</p> <p>This topic teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p> <ul style="list-style-type: none"> Food Farming Shops Supermarkets Defining the terms 'herbivore', 'carnivore' and 'omnivore', and identifying examples of each. food chains Identifying the different types of teeth humans have and their various functions. Keeping our teeth healthy. 	<p>Conversation Partner</p> <p>Children will explore traditional stories and rhymes. Provide opportunities or pupils to play with words and learn new vocabulary.</p> <ul style="list-style-type: none"> Fairy tales Nursery rhymes Storytelling
<p>Language Partner</p> <p>Greet pupils and adults in the morning and say bye to them at the end of the day. Use visuals support to create a list of class rules for a happy class. Take part in a range of activities (art, sensory, dance, music) with others and comment on the ones you like best using appropriate language visuals Follow my individual schedule and class timetable with visual support. Request a social game when given a choice of simple games in class. Take turns with a peer and an adult to play a social game or sensory exploration activity supported by turn taking and commenting word mat. Behaviour – being kind to others at school, sharing, taking turns with others. Being kind to others at home. People who help us (teachers/ adults at school)</p>	<p>Language Partner</p> <ul style="list-style-type: none"> - Sort images of daytime and night time activities. -Learn about Nocturnal animals through stories (e.g. Owl babies) -Habitats stories– 'This is a home' (twinkl) combine a sequence of simple steps to creating art inspired by the images in the story. - 'All through the night' book. Know who work at night (supermarket worker/ paramedic) and link to o' clock time. - Sequencing in chronological order. - Use stories to explore the reasons why sleep is important and what happens if you are tired. - Discover the role of diet in sleep – make a banana flapjack or hot chocolate. -Use collage to create a bedtime poster showing how you get ready to sleep. - Set up a sleepy corner in the classroom – recognise why it is restful. - Learn relaxation techniques 	<p>Language Partner</p> <p>Introduction to the past (Understanding of timelines and the concept of past and present) -Look at pictures or real examples of items from the past and match to their uses supported by pictures. -Bring in a photo of your self as a baby and name 3 things you can do now that you couldn't do then. -Toys – spend the morning playing with old-fashioned toys and games (request toys and games / share take turns) -Sort images of modern and old fashioned items in everyday life like technology, transport, and home appliances. -Watch a reenactment of old classroom then use images to and make a comments about it using a communication board. -Sample a school lunch/ packed lunch as it would be in the past. Comment on what foods you like or don't like.</p>	<p>Language Partner</p> <ol style="list-style-type: none"> To be able to make a choice from a set of characters to show a preference To be able to comment on WOW moment events within a story or during role play, either verbally, or using pictorial systems To label real hero's (firemen, doctors, police etc.) with character attributes To take turns during role play when acting out games e.g. cops and robbers To share emotions they would feel during prepared scenarios e.g. flying could be scary or excited To follow visual instructions when using digital devices To identify strangers from familiar people 	<p>Language Partner</p> <ol style="list-style-type: none"> To be able to identify familiar places they visit when shopping for food To respond to short verbal instructions for safety when out in the community – 'stop' 'wait' To engage in activities about animal life cycles To sort healthy and unhealthy foods To explore sensory experiences with unknown foods To practice hygiene routines such as hand washing and brushing teeth 	<p>Language Partner</p> <ol style="list-style-type: none"> To make song choices To give an opinion on a familiar story – like it or don't like it To make requests to adults using 'person + verbs' To sequence events of a familiar story To engage in small world sensory exploration To turn take with peers when engaging in song based games e.g. What's the Time Mr Wolf? To choose a favourite book when given a visual support
<p>Social Partner</p> <p>Supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class.</p> <ul style="list-style-type: none"> School- Associating key points of the day with key objects (reference). Expressing wants and needs. Expressing likes and dislikes. Recognising key adults/ family members that help us. 	<p>Social Partner</p> <p>This topic teaches children about the importance of a good night's sleep and helps them to discover what is happening in the world while they are sleeping.</p> <ul style="list-style-type: none"> Recognising day and night- activities that take place during the day and night. Engaging in relaxation sessions- identifying the importance of relaxing/ taking rest. Recognising diet and the impact on sleep. 	<p>Social Partner</p> <ul style="list-style-type: none"> Understanding of timelines and the concept of past and present- Daily routine/ wants and needs. Understanding old and new- matching. Recognising recent photographs of themselves and peers. <p>Identifying some similarities and differences with food from now and the past (e.g. packaging differences)</p>	<p>Social Partner</p> <ul style="list-style-type: none"> Disney/ Pixar/ Marvel superheroes- Exploring attributes Real-life Superheroes: The Emergency Services, etc- Matching serviceman to job tools/ uniform) 	<p>Social Partner</p> <p>This topic teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p> <ul style="list-style-type: none"> Food- Taster plates, exploring foods from the farm (Fruit and Vegetables- Identifying likes/ dislikes. Farming- Identifying key roles on the farm- sensory tray exploration. Keeping our teeth healthy- Engaging in daily life skills activities/ hygiene practices. 	<p>Social Partner</p> <p>Children will explore traditional stories and rhymes.</p> <ul style="list-style-type: none"> Sensory storytelling- Fairy tales Nursery rhymes- Counting, rhyming, music patterns Storytelling- Story spoons, puppets, finger puppets, role play masks.

Structured Curriculum Framework Primary (KS3&4) – An Example

Term 1 – Who Am I? Literacy					
	Group/1:1 Literacy focus –	Skill Focus			
Week 1 (2 days) – This is Me	Group: 1:1:	Step 3-4: Step 3: <ul style="list-style-type: none"> I can engage in pictures in a book for up to ten seconds I can hold my head steady when looking at a new object I can make a food and drink choice from two visible objects I can turn towards an image changing on a screen. I can engage in co-active exploration proactively when working with a member of staff I can sit with support when joining in with a group. I can hold objects with either hand using a palmar grasp while engaging in exploration. I can move objects in circular movements. Step 4: <ul style="list-style-type: none"> I can show an interest in books when 'reading' with a member of staff I can look at a visual recipe with interest when it is placed in front of them I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item I can select a book from a collection 	Step 5-6: Step 5: <ul style="list-style-type: none"> I can read and respond to my visual timetable with assistance. I can watch a member of staff point to pictures. I can listen as a member of staff talks about a picture. I can listen as a member of staff talks about a book. I can pick up books. I can hold the book the right way up. I can sit for several minutes looking at books by myself. I can bring a favourite book/magazine. I can turn pages with care. I can find the title of a book on its cover. I can start reading at the front of a book. I can turn photos to match. I can find an object to match against a photo. I can draw attention to symbols and signs in the environment. I can choose to write. I can recognise that marks and symbols have meaning. I can create a text with complete support. I can copy a pattern of sounds. I can trace a range of movements. Step 6: <ul style="list-style-type: none"> I can turn pages with care. I can concentrate without support for up to 10 minutes. I can join in discussions when sharing books/texts. I can recognise that pictures tell stories. I can say a single sound for 10+ graphemes. 	Step 7-Entry 1: Step 7: <ul style="list-style-type: none"> I can recognise that print conveys meaning. I can immediately turn a book the right way up. I can start at the beginning of a book. I can turn pages one at a time throughout book. I can look at the left-hand page first. I can use the terms 'beginning' and 'end' when describing a book. I can recognise the days of the week. I can recognise simple phrases in recipes. I can understand simple signs. I can follow written instructions with assistance. I can move my finger along a text from left to right. I can identify the name of all letters. I can match phrases. I can sort words and letters from numbers. I can read CVC words containing known graphemes. I can offer an appropriate word to complete a sentence. I can discuss what has been read to me. I can copy my postcode. I can use a signing in book. I can enter simple details into a journal. I can label objects. I can group letters to indicate a word. I can spell some two letter words correctly. I can punctuate with full stops and capital letters. I can hold a pencil correctly. I can sequence my day in pictures. Entry 1: <ul style="list-style-type: none"> I can engage with a range of short, simple texts that inform, describe and narrate. I can read some words on bank forms. I can look at a range of sources for information. I can suggest different sources of information. I can use a search engine with assistance. I can identify the beginning of sentences within a text. I can read the alphabet in lower and upper-case letters. 	Entry level 2 <ul style="list-style-type: none"> I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. I can sequence the individual instructions from a pictorial recipe. I can recognise the name of the station/bus stop I need in a list/timetable. I can identify the signage for street names. -I can refer to a picture when following instructions. I can read sentences with more than one clause. I can read and follow written directions and instructions. I can use effective strategies to find the meaning of words, e.g. a simple dictionary. I can take note of punctuation when reading. I can stop to re-read when I realise the text isn't making sense. I can understand sentences with more than one clause. I can find information by using headings. I can explain the purpose of different types of writing. I can write a simple email. I can write a simple letter or note. I can respond to a written invitation. I can read and record the time in common date formats. I can spell the months of the year. I can spell numbers to 20. I can spell many common contracted words correctly. I can form regular plurals correctly. I can use capital letters for people's names and titles. I can use spacing between words. I can identify the audience I am writing for. -I can capture what I wants to say sentence by sentence. I can use appropriate adjectives in my writing. Entry Level 3 <ul style="list-style-type: none"> I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. I can choose texts for a range of purposes. -I can search paper-based sources of information.

		<ul style="list-style-type: none"> • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. • I can spell the days of the week. • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can check what I have scheduled using a diary or electronic calendar. -I can follow a recipe to make a baked item with verbal prompts. -I can use a range of effective strategies to find the meaning of words. -I can locate a word within a dictionary using the second-place letters. -I can predict the meaning of unknown words within a continuous text. -I can demonstrate how to use a range of organisational features to find relevant information. -I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode. -I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwrite or type according to the purpose of writing. -I can sequence my writing clearly and logically. -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
<p>Week 2 – This is Me</p> <p>Continued</p>	<p>Group:</p> <p>1:1:</p>	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> • I can engage in pictures in a book for up to ten seconds • I can hold my head steady when looking at a new object • I can make a food and drink choice from two visible objects • I can turn towards an image changing on a screen. • I can engage in co-active exploration proactively when working with a member of staff • I can sit with support when joining in with a group. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> • I can read and respond to my visual timetable with assistance. • I can watch a member of staff point to pictures. • I can listen as a member of staff talks about a picture. • I can listen as a member of staff talks about a book. • I can pick up books. • I can hold the book the right way up. • I can sit for several minutes looking at books by myself. • I can bring a favourite book/magazine. • I can turn pages with care. • I can find the title of a book on its cover. • I can start reading at the front of a book. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> • I can recognise that print conveys meaning. • I can immediately turn a book the right way up. • I can start at the beginning of a book. • I can turn pages one at a time throughout book. • I can look at the left-hand page first. • I can use the terms 'beginning' and 'end' when describing a book. • I can recognise the days of the week. • I can recognise simple phrases in recipes. • I can understand simple signs. • I can follow written instructions with assistance. • I can move my finger along a text from left to right. • I can identify the name of all letters. • I can match phrases. • I can sort words and letters from numbers. 	<p>Entry level 2</p> <ul style="list-style-type: none"> -I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. -I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. -I can sequence the individual instructions from a pictorial recipe. -I can recognise the name of the station/bus stop I need in a list/timetable. -I can identify the signage for street names. -I can refer to a picture when following instructions. -I can read sentences with more than one clause. -I can read and follow written directions and instructions. -I can use effective strategies to find the meaning of words, e.g. a simple dictionary. -I can take note of punctuation when reading. -I can stop to re-read when I realise the text isn't making sense.

<ul style="list-style-type: none"> • I can hold objects with either hand using a palmar grasp while engaging in exploration. • I can move objects in circular movements. <p>Step 4:</p> <ul style="list-style-type: none"> • I can show an interest in books when 'reading' with a member of staff • I can look at a visual recipe with interest when it is placed in front of them • I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item • I can select a book from a collection • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can turn photos to match. • I can find an object to match against a photo. • I can draw attention to symbols and signs in the environment. • I can choose to write. • I can recognise that marks and symbols have meaning. • I can create a text with complete support. • I can copy a pattern of sounds. • I can trace a range of movements. Step 6: • I can turn pages with care. • I can concentrate without support for up to 10 minutes. • I can join in discussions when sharing books/texts. • I can recognise that pictures tell stories. • I can say a single sound for 10+ graphemes. • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can read CVC words containing known graphemes. • I can offer an appropriate word to complete a sentence. • I can discuss what has been read to me. • I can copy my postcode. • I can use a signing in book. • I can enter simple details into a journal. • I can label objects. • I can group letters to indicate a word. • I can spell some two letter words correctly. • I can punctuate with full stops and capital letters. • I can hold a pencil correctly. • I can sequence my day in pictures. <p>Entry 1:</p> <ul style="list-style-type: none"> • I can engage with a range of short, simple texts that inform, describe and narrate. • I can read some words on bank forms. • I can look at a range of sources for information. • I can suggest different sources of information. • I can use a search engine with assistance. • I can identify the beginning of sentences within a text. • I can read the alphabet in lower and upper-case letters. • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. • I can spell the days of the week. • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can understand sentences with more than one clause. -I can find information by using headings. -I can explain the purpose of different types of writing. -I can write a simple email. -I can write a simple letter or note. -I can respond to a written invitation. -I can read and record the time in common date formats. -I can spell the months of the year. -I can spell numbers to 20. -I can spell many common contracted words correctly. -I can form regular plurals correctly. -I can use capital letters for people's names and titles. -I can use spacing between words. -I can identify the audience I am writing for. -I can capture what I want to say sentence by sentence. -I can use appropriate adjectives in my writing. <p>Entry Level 3</p> <ul style="list-style-type: none"> -I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. -I can choose texts for a range of purposes. -I can search paper-based sources of information. -I can check what I have scheduled using a diary or electronic calendar. -I can follow a recipe to make a baked item with verbal prompts. -I can use a range of effective strategies to find the meaning of words. -I can locate a word within a dictionary using the second-place letters. -I can predict the meaning of unknown words within a continuous text. -I can demonstrate how to use a range of organisational features to find relevant information. -I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode. -I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwrite or type according to the purpose of writing. -I can sequence my writing clearly and logically.
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					<ul style="list-style-type: none"> -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
Week 3 – My Body & My Senses	<p>Group:</p> <p>1:1:</p>	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> • I can engage in pictures in a book for up to ten seconds • I can hold my head steady when looking at a new object • I can make a food and drink choice from two visible objects • I can turn towards an image changing on a screen. • I can engage in co-active exploration proactively when working with a member of staff • I can sit with support when joining in with a group. • I can hold objects with either hand using a palmar grasp while engaging in exploration. • I can move objects in circular movements. <p>Step 4:</p> <ul style="list-style-type: none"> • I can show an interest in books when 'reading' with a member of staff • I can look at a visual recipe with interest when it is placed in front of them • I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item • I can select a book from a collection • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> • I can read and respond to my visual timetable with assistance. • I can watch a member of staff point to pictures. • I can listen as a member of staff talks about a picture. • I can listen as a member of staff talks about a book. • I can pick up books. • I can hold the book the right way up. • I can sit for several minutes looking at books by myself. • I can bring a favourite book/magazine. • I can turn pages with care. • I can find the title of a book on its cover. • I can start reading at the front of a book. • I can turn photos to match. • I can find an object to match against a photo. • I can draw attention to symbols and signs in the environment. • I can choose to write. • I can recognise that marks and symbols have meaning. • I can create a text with complete support. • I can copy a pattern of sounds. • I can trace a range of movements. Step 6: • I can turn pages with care. • I can concentrate without support for up to 10 minutes. • I can join in discussions when sharing books/texts. • I can recognise that pictures tell stories. • I can say a single sound for 10+ graphemes. • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> • I can recognise that print conveys meaning. • I can immediately turn a book the right way up. • I can start at the beginning of a book. • I can turn pages one at a time throughout book. • I can look at the left-hand page first. • I can use the terms 'beginning' and 'end' when describing a book. • I can recognise the days of the week. • I can recognise simple phrases in recipes. • I can understand simple signs. • I can follow written instructions with assistance. • I can move my finger along a text from left to right. • I can identify the name of all letters. • I can match phrases. • I can sort words and letters from numbers. • I can read CVC words containing known graphemes. • I can offer an appropriate word to complete a sentence. • I can discuss what has been read to me. • I can copy my postcode. • I can use a signing in book. • I can enter simple details into a journal. • I can label objects. • I can group letters to indicate a word. • I can spell some two letter words correctly. • I can punctuate with full stops and capital letters. • I can hold a pencil correctly. • I can sequence my day in pictures. <p>Entry 1:</p> <ul style="list-style-type: none"> • I can engage with a range of short, simple texts that inform, describe and narrate. • I can read some words on bank forms. • I can look at a range of sources for information. • I can suggest different sources of information. • I can use a search engine with assistance. • I can identify the beginning of sentences within a text. • I can read the alphabet in lower and upper-case letters. • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. 	<p>Entry level 2</p> <ul style="list-style-type: none"> -I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. -I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. -I can sequence the individual instructions from a pictorial recipe. -I can recognise the name of the station/bus stop I need in a list/timetable. -I can identify the signage for street names. -I can refer to a picture when following instructions. -I can read sentences with more than one clause. -I can read and follow written directions and instructions. -I can use effective strategies to find the meaning of words, e.g. a simple dictionary. -I can take note of punctuation when reading. -I can stop to re-read when I realise the text isn't making sense. -I can understand sentences with more than one clause. -I can find information by using headings. -I can explain the purpose of different types of writing. -I can write a simple email. -I can write a simple letter or note. -I can respond to a written invitation. -I can read and record the time in common date formats. -I can spell the months of the year. -I can spell numbers to 20. -I can spell many common contracted words correctly. -I can form regular plurals correctly. -I can use capital letters for people's names and titles. -I can use spacing between words. -I can identify the audience I am writing for. -I can capture what I want to say sentence by sentence. -I can use appropriate adjectives in my writing. <p>Entry Level 3</p> <ul style="list-style-type: none"> -I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. -I can choose texts for a range of purposes. -I can search paper-based sources of information. -I can check what I have scheduled using a diary or electronic calendar. -I can follow a recipe to make a baked item with verbal prompts. -I can use a range of effective strategies to find the meaning of words.

		<ul style="list-style-type: none"> • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. • I can spell the days of the week. • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can locate a word within a dictionary using the second-place letters. -I can predict the meaning of unknown words within a continuous text. -I can demonstrate how to use a range of organisational features to find relevant information. -I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode. -I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwritten or type according to the purpose of writing. -I can sequence my writing clearly and logically. -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
Week 4 – My Family	Group: 1:1:	Step 3-4: Step 3: <ul style="list-style-type: none"> • I can engage in pictures in a book for up to ten seconds • I can hold my head steady when looking at a new object • I can make a food and drink choice from two visible objects • I can turn towards an image changing on a screen. • I can engage in co-active exploration proactively when working with a member of staff • I can sit with support when joining in with a group. • I can hold objects with either hand using a palmar grasp while engaging in exploration. • I can move objects in circular movements. 	Step 5-6: Step 5: <ul style="list-style-type: none"> • I can read and respond to my visual timetable with assistance. • I can watch a member of staff point to pictures. • I can listen as a member of staff talks about a picture. • I can listen as a member of staff talks about a book. • I can pick up books. • I can hold the book the right way up. • I can sit for several minutes looking at books by myself. • I can bring a favourite book/magazine. • I can turn pages with care. • I can find the title of a book on its cover. • I can start reading at the front of a book. • I can turn photos to match. • I can find an object to match against a photo. • I can draw attention to symbols and signs in the environment. 	Step 7-Entry 1: Step 7: <ul style="list-style-type: none"> • I can recognise that print conveys meaning. • I can immediately turn a book the right way up. • I can start at the beginning of a book. • I can turn pages one at a time throughout book. • I can look at the left-hand page first. • I can use the terms 'beginning' and 'end' when describing a book. • I can recognise the days of the week. • I can recognise simple phrases in recipes. • I can understand simple signs. • I can follow written instructions with assistance. • I can move my finger along a text from left to right. • I can identify the name of all letters. • I can match phrases. • I can sort words and letters from numbers. • I can read CVC words containing known graphemes. • I can offer an appropriate word to complete a sentence. • I can discuss what has been read to me. • I can copy my postcode. • I can use a signing in book. 	Entry level 2 <ul style="list-style-type: none"> -I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. -I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. -I can sequence the individual instructions from a pictorial recipe. -I can recognise the name of the station/bus stop I need in a list/timetable. -I can identify the signage for street names. -I can refer to a picture when following instructions. -I can read sentences with more than one clause. -I can read and follow written directions and instructions. -I can use effective strategies to find the meaning of words, e.g. a simple dictionary. -I can take note of punctuation when reading. -I can stop to re-read when I realise the text isn't making sense. -I can understand sentences with more than one clause. -I can find information by using headings. -I can explain the purpose of different types of writing. -I can write a simple email. -I can write a simple letter or note.

		<p>Step 4:</p> <ul style="list-style-type: none"> • I can show an interest in books when 'reading' with a member of staff • I can look at a visual recipe with interest when it is placed in front of them • I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item • I can select a book from a collection • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. <ul style="list-style-type: none"> • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can choose to write. • I can recognise that marks and symbols have meaning. • I can create a text with complete support. • I can copy a pattern of sounds. • I can trace a range of movements. Step 6: • I can turn pages with care. • I can concentrate without support for up to 10 minutes. • I can join in discussions when sharing books/texts. • I can recognise that pictures tell stories. • I can say a single sound for 10+ graphemes. • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can enter simple details into a journal. • I can label objects. • I can group letters to indicate a word. • I can spell some two letter words correctly. • I can punctuate with full stops and capital letters. • I can hold a pencil correctly. • I can sequence my day in pictures. <p>Entry 1:</p> <ul style="list-style-type: none"> • I can engage with a range of short, simple texts that inform, describe and narrate. • I can read some words on bank forms. • I can look at a range of sources for information. • I can suggest different sources of information. • I can use a search engine with assistance. • I can identify the beginning of sentences within a text. • I can read the alphabet in lower and upper-case letters. • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. <p>I can spell the days of the week.</p> <ul style="list-style-type: none"> • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can respond to a written invitation. -I can read and record the time in common date formats. -I can spell the months of the year. -I can spell numbers to 20. -I can spell many common contracted words correctly. -I can form regular plurals correctly. -I can use capital letters for people's names and titles. -I can use spacing between words. -I can identify the audience I am writing for. -I can capture what I wants to say sentence by sentence. -I can use appropriate adjectives in my writing. <p>Entry Level 3</p> <ul style="list-style-type: none"> -I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. -I can choose texts for a range of purposes. -I can search paper-based sources of information. -I can check what I have scheduled using a diary or electronic calendar. -I can follow a recipe to make a baked item with verbal prompts. -I can use a range of effective strategies to find the meaning of words. -I can locate a word within a dictionary using the second-place letters. -I can predict the meaning of unknown words within a continuous text. -I can demonstrate how to use a range of organisational features to find relevant information. -I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode. -I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwrite or type according to the purpose of writing. -I can sequence my writing clearly and logically. -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
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Group:

1:1:

Step 3-4:

Step 3:

- I can engage in pictures in a book for up to ten seconds
- I can hold my head steady when looking at a new object
- I can make a food and drink choice from two visible objects
- I can turn towards an image changing on a screen.
- I can engage in co-active exploration proactively when working with a member of staff
- I can sit with support when joining in with a group.
- I can hold objects with either hand using a palmar grasp while engaging in exploration.
- I can move objects in circular movements.

Step 4:

- I can show an interest in books when 'reading' with a member of staff
- I can look at a visual recipe with interest when it is placed in front of them
- I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item
- I can select a book from a collection
- I can select a magazine from a collection
- I can maintain interest in pictures for a minute while the content is named
- I can explore an activity for five minutes when working coactively.
 - I can hold an object with one hand.
- I can manipulate small objects in hands.

Step 5-6:

Step 5:

- I can read and respond to my visual timetable with assistance.
 - I can watch a member of staff point to pictures.
 - I can listen as a member of staff talks about a picture.
 - I can listen as a member of staff talks about a book.
 - I can pick up books.
 - I can hold the book the right way up.
 - I can sit for several minutes looking at books by myself.
 - I can bring a favourite book/magazine.
 - I can turn pages with care.
 - I can find the title of a book on its cover.
 - I can start reading at the front of a book.
 - I can turn photos to match.
 - I can find an object to match against a photo.
 - I can draw attention to symbols and signs in the environment.
 - I can choose to write.
 - I can recognise that marks and symbols have meaning.
 - I can create a text with complete support.
 - I can copy a pattern of sounds.
 - I can trace a range of movements.
- Step 6:
- I can turn pages with care.
 - I can concentrate without support for up to 10 minutes.
 - I can join in discussions when sharing books/texts.
 - I can recognise that pictures tell stories.
 - I can say a single sound for 10+ graphemes.
 - I can match short words with distinct shape.
 - I can use symbols to help locate items.
 - I can match pictures to pictures with assistance.
 - I can answer a simple where is... question.
 - I can scribble spontaneously when given pen and paper.
 - I can read my own writing.
 - I can group letters/symbols together.
 - I can discriminate between initial sounds.
 - I can copy simple shapes.

Step 7-Entry 1:

Step 7:

- I can recognise that print conveys meaning.
 - I can immediately turn a book the right way up.
 - I can start at the beginning of a book.
 - I can turn pages one at a time throughout book.
 - I can look at the left-hand page first.
 - I can use the terms 'beginning' and 'end' when describing a book.
 - I can recognise the days of the week.
 - I can recognise simple phrases in recipes.
 - I can understand simple signs.
 - I can follow written instructions with assistance.
 - I can move my finger along a text from left to right.
 - I can identify the name of all letters.
 - I can match phrases.
 - I can sort words and letters from numbers.
 - I can read CVC words containing known graphemes.
 - I can offer an appropriate word to complete a sentence.
 - I can discuss what has been read to me.
 - I can copy my postcode.
 - I can use a signing in book.
 - I can enter simple details into a journal.
 - I can label objects.
 - I can group letters to indicate a word.
 - I can spell some two letter words correctly.
 - I can punctuate with full stops and capital letters.
 - I can hold a pencil correctly.
 - I can sequence my day in pictures.
- Entry 1:
- I can engage with a range of short, simple texts that inform, describe and narrate.
 - I can read some words on bank forms.
 - I can look at a range of sources for information.
 - I can suggest different sources of information.
 - I can use a search engine with assistance.
 - I can identify the beginning of sentences within a text.
 - I can read the alphabet in lower and upper-case letters.
 - I can read simple sentences containing one clause.
 - I can use a range of strategies to get meaning.
 - I can talk about likely content using the title as a clue.
 - I can recognise that a picture relates to text.
 - I can understand a short piece of text on a simple subject.
 - I can write a shopping list.
 - I can write a simple text message.
 - I can spell the days of the week.
 - I can include 'and' to join words.
 - I can use a capital letter at the beginning of each sentence.
 - I can write mainly in lower case.

Entry level 2

- I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment.
- I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull.
- I can sequence the individual instructions from a pictorial recipe.
- I can recognise the name of the station/bus stop I need in a list/timetable.
- I can identify the signage for street names. -I can refer to a picture when following instructions.
- I can read sentences with more than one clause.
- I can read and follow written directions and instructions.
- I can use effective strategies to find the meaning of words, e.g. a simple dictionary.
- I can take note of punctuation when reading.
- I can stop to re-read when I realise the text isn't making sense.
- I can understand sentences with more than one clause.
- I can find information by using headings.
- I can explain the purpose of different types of writing.
- I can write a simple email.
- I can write a simple letter or note.
- I can respond to a written invitation.
- I can read and record the time in common date formats.
- I can spell the months of the year.
- I can spell numbers to 20.
- I can spell many common contracted words correctly.
- I can form regular plurals correctly.
- I can use capital letters for people's names and titles.
- I can use spacing between words.
- I can identify the audience I am writing for. -I can capture what I want to say sentence by sentence.
- I can use appropriate adjectives in my writing.

Entry Level 3

- I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice.
- I can choose texts for a range of purposes. -I can search paper-based sources of information.
- I can check what I have scheduled using a diary or electronic calendar.
- I can follow a recipe to make a baked item with verbal prompts.
- I can use a range of effective strategies to find the meaning of words.
- I can locate a word within a dictionary using the second-place letters.
- I can predict the meaning of unknown words within a continuous text.
- I can demonstrate how to use a range of organisational features to find relevant information.
- I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search.

		<ul style="list-style-type: none"> • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode. -I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwrite or type according to the purpose of writing. -I can sequence my writing clearly and logically. -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
<p>Week 6 – My Independence</p>	<p>Group:</p> <p>1:1:</p>	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> • I can engage in pictures in a book for up to ten seconds • I can hold my head steady when looking at a new object • I can make a food and drink choice from two visible objects • I can turn towards an image changing on a screen. • I can engage in co-active exploration proactively when working with a member of staff • I can sit with support when joining in with a group. • I can hold objects with either hand using a palmar grasp while engaging in exploration. • I can move objects in circular movements. <p>Step 4:</p> <ul style="list-style-type: none"> • I can show an interest in books when 'reading' with a member of staff • I can look at a visual recipe with interest when it is placed in front of them 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> • I can read and respond to my visual timetable with assistance. • I can watch a member of staff point to pictures. • I can listen as a member of staff talks about a picture. • I can listen as a member of staff talks about a book. • I can pick up books. • I can hold the book the right way up. • I can sit for several minutes looking at books by myself. • I can bring a favourite book/magazine. • I can turn pages with care. • I can find the title of a book on its cover. • I can start reading at the front of a book. • I can turn photos to match. • I can find an object to match against a photo. • I can draw attention to symbols and signs in the environment. • I can choose to write. • I can recognise that marks and symbols have meaning. • I can create a text with complete support. • I can copy a pattern of sounds. • I can trace a range of movements. Step 6: 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> • I can recognise that print conveys meaning. • I can immediately turn a book the right way up. • I can start at the beginning of a book. • I can turn pages one at a time throughout book. • I can look at the left-hand page first. • I can use the terms 'beginning' and 'end' when describing a book. • I can recognise the days of the week. • I can recognise simple phrases in recipes. • I can understand simple signs. • I can follow written instructions with assistance. • I can move my finger along a text from left to right. • I can identify the name of all letters. • I can match phrases. • I can sort words and letters from numbers. • I can read CVC words containing known graphemes. • I can offer an appropriate word to complete a sentence. • I can discuss what has been read to me. • I can copy my postcode. • I can use a signing in book. • I can enter simple details into a journal. • I can label objects. • I can group letters to indicate a word. • I can spell some two letter words correctly. • I can punctuate with full stops and capital letters. • I can hold a pencil correctly. • I can sequence my day in pictures. <p>Entry 1:</p>	<p>Entry level 2</p> <ul style="list-style-type: none"> -I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. -I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. -I can sequence the individual instructions from a pictorial recipe. -I can recognise the name of the station/bus stop I need in a list/timetable. -I can identify the signage for street names. -I can refer to a picture when following instructions. -I can read sentences with more than one clause. -I can read and follow written directions and instructions. -I can use effective strategies to find the meaning of words, e.g. a simple dictionary. -I can take note of punctuation when reading. -I can stop to re-read when I realise the text isn't making sense. -I can understand sentences with more than one clause. -I can find information by using headings. -I can explain the purpose of different types of writing. -I can write a simple email. -I can write a simple letter or note. -I can respond to a written invitation. -I can read and record the time in common date formats. -I can spell the months of the year. -I can spell numbers to 20. -I can spell many common contracted words correctly. -I can form regular plurals correctly. -I can use capital letters for people's names and titles. -I can use spacing between words.

		<ul style="list-style-type: none"> • I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item • I can select a book from a collection • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. <ul style="list-style-type: none"> • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can turn pages with care. • I can concentrate without support for up to 10 minutes. • I can join in discussions when sharing books/texts. • I can recognise that pictures tell stories. • I can say a single sound for 10+ graphemes. • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can engage with a range of short, simple texts that inform, describe and narrate. • I can read some words on bank forms. • I can look at a range of sources for information. • I can suggest different sources of information. • I can use a search engine with assistance. • I can identify the beginning of sentences within a text. • I can read the alphabet in lower and upper-case letters. • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. • I can spell the days of the week. • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> - I can identify the audience I am writing for. - I can capture what I want to say sentence by sentence. - I can use appropriate adjectives in my writing. <p>Entry Level 3</p> <ul style="list-style-type: none"> - I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. - I can choose texts for a range of purposes. - I can search paper-based sources of information. - I can check what I have scheduled using a diary or electronic calendar. - I can follow a recipe to make a baked item with verbal prompts. - I can use a range of effective strategies to find the meaning of words. - I can locate a word within a dictionary using the second-place letters. - I can predict the meaning of unknown words within a continuous text. - I can demonstrate how to use a range of organisational features to find relevant information. - I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. - I can scan a text for information. - I can sort individual statements into fact and opinion and into fact and fiction. - I can write straightforward narrative texts - I can write straightforward instructional texts. - I can write a job application letter. - I can enter a destination on an electronic map. - I can write the date correctly. - I can write a cheque. - I can write my full address including postcode. - I can spell common words with letters representing sounds that are often not pronounced. - I can use a range of punctuation correctly. - I can form irregular plurals correctly. - I can write with mostly consistent use of tense and time. - I can demonstrate mostly correct subjectverb agreement. - I can choose to handwrite or type according to the purpose of writing. - I can sequence my writing clearly and logically. - I can attempt to group information/themes into paragraphs. - I can use bullet points appropriately. - I can use headings appropriately.
Week 7 – Celebrations Around Me	Group: 1:1:	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> • I can engage in pictures in a book for up to ten seconds • I can hold my head steady when looking at a new object • I can make a food and drink choice from two visible objects 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> • I can read and respond to my visual timetable with assistance. • I can watch a member of staff point to pictures. • I can listen as a member of staff talks about a picture. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> • I can recognise that print conveys meaning. • I can immediately turn a book the right way up. • I can start at the beginning of a book. • I can turn pages one at a time throughout book. • I can look at the left-hand page first. • I can use the terms 'beginning' and 'end' when describing a book. • I can recognise the days of the week. 	<p>Entry level 2</p> <ul style="list-style-type: none"> - I can engage with a range of short, straightforward texts that instruct, inform, describe and narrate e.g. reads the instructions regarding a new piece of equipment. - I can read written social signs, e.g. for sale, private, no entrance, closed, open, pull. - I can sequence the individual instructions from a pictorial recipe. - I can recognise the name of the station/bus stop I need in a list/timetable.

	<ul style="list-style-type: none"> • I can turn towards an image changing on a screen. • I can engage in co-active exploration proactively when working with a member of staff • I can sit with support when joining in with a group. • I can hold objects with either hand using a palmar grasp while engaging in exploration. • I can move objects in circular movements. <p>Step 4:</p> <ul style="list-style-type: none"> • I can show an interest in books when 'reading' with a member of staff • I can look at a visual recipe with interest when it is placed in front of them • I can pat a picture in a book to indicate recognition when a member of staff asks them to find a specific item • I can select a book from a collection • I can select a magazine from a collection • I can maintain interest in pictures for a minute while the content is named • I can explore an activity for five minutes when working coactively. <ul style="list-style-type: none"> • I can hold an object with one hand. • I can manipulate small objects in hands. • I can move symbols on my timetable when it is placed in front of me. 	<ul style="list-style-type: none"> • I can listen as a member of staff talks about a book. • I can pick up books. • I can hold the book the right way up. • I can sit for several minutes looking at books by myself. • I can bring a favourite book/magazine. • I can turn pages with care. • I can find the title of a book on its cover. • I can start reading at the front of a book. • I can turn photos to match. • I can find an object to match against a photo. • I can draw attention to symbols and signs in the environment. • I can choose to write. • I can recognise that marks and symbols have meaning. • I can create a text with complete support. • I can copy a pattern of sounds. • I can trace a range of movements. Step 6: • I can turn pages with care. • I can concentrate without support for up to 10 minutes. • I can join in discussions when sharing books/texts. • I can recognise that pictures tell stories. • I can say a single sound for 10+ graphemes. • I can match short words with distinct shape. • I can use symbols to help locate items. • I can match pictures to pictures with assistance. • I can answer a simple where is... question. • I can scribble spontaneously when given pen and paper. • I can read my own writing. • I can group letters/symbols together. • I can discriminate between initial sounds. • I can copy simple shapes. • I can write in lines. • I can make a short statement or phrase in future tense. • I can separate pictures and writing. 	<ul style="list-style-type: none"> • I can recognise simple phrases in recipes. • I can understand simple signs. • I can follow written instructions with assistance. • I can move my finger along a text from left to right. • I can identify the name of all letters. • I can match phrases. • I can sort words and letters from numbers. • I can read CVC words containing known graphemes. • I can offer an appropriate word to complete a sentence. • I can discuss what has been read to me. • I can copy my postcode. • I can use a signing in book. • I can enter simple details into a journal. • I can label objects. • I can group letters to indicate a word. • I can spell some two letter words correctly. • I can punctuate with full stops and capital letters. • I can hold a pencil correctly. • I can sequence my day in pictures. <p>Entry 1:</p> <ul style="list-style-type: none"> • I can engage with a range of short, simple texts that inform, describe and narrate. • I can read some words on bank forms. • I can look at a range of sources for information. • I can suggest different sources of information. • I can use a search engine with assistance. • I can identify the beginning of sentences within a text. • I can read the alphabet in lower and upper-case letters. • I can read simple sentences containing one clause. • I can use a range of strategies to get meaning. • I can talk about likely content using the title as a clue. • I can recognise that a picture relates to text. • I can understand a short piece of text on a simple subject. • I can write a shopping list. • I can write a simple text message. • I can spell the days of the week. • I can include 'and' to join words. • I can use a capital letter at the beginning of each sentence. • I can write mainly in lower case. • I can construct a simple sentence 	<ul style="list-style-type: none"> -I can identify the signage for street names. -I can refer to a picture when following instructions. -I can read sentences with more than one clause. -I can read and follow written directions and instructions. -I can use effective strategies to find the meaning of words, e.g. a simple dictionary. -I can take note of punctuation when reading. -I can stop to re-read when I realise the text isn't making sense. -I can understand sentences with more than one clause. -I can find information by using headings. -I can explain the purpose of different types of writing. -I can write a simple email. -I can write a simple letter or note. -I can respond to a written invitation. -I can read and record the time in common date formats. -I can spell the months of the year. -I can spell numbers to 20. -I can spell many common contracted words correctly. -I can form regular plurals correctly. -I can use capital letters for people's names and titles. -I can use spacing between words. -I can identify the audience I am writing for. -I can capture what I want to say sentence by sentence. -I can use appropriate adjectives in my writing. <p>Entry Level 3</p> <ul style="list-style-type: none"> -I can explain the purposes of a range of straightforward texts, e.g. letters, junk mail, invoice. -I can choose texts for a range of purposes. -I can search paper-based sources of information. -I can check what I have scheduled using a diary or electronic calendar. -I can follow a recipe to make a baked item with verbal prompts. -I can use a range of effective strategies to find the meaning of words. -I can locate a word within a dictionary using the second-place letters. -I can predict the meaning of unknown words within a continuous text. -I can demonstrate how to use a range of organisational features to find relevant information. -I can skim read titles, headings and illustrations to decide if the content is of interest or relevant to my search. -I can scan a text for information. -I can sort individual statements into fact and opinion and into fact and fiction. -I can write straightforward narrative texts -I can write straightforward instructional texts. -I can write a job application letter. -I can enter a destination on an electronic map. -I can write the date correctly. -I can write a cheque. -I can write my full address including postcode.
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					-I can spell common words with letters representing sounds that are often not pronounced. -I can use a range of punctuation correctly. -I can form irregular plurals correctly. -I can write with mostly consistent use of tense and time. -I can demonstrate mostly correct subjectverb agreement. -I can choose to handwrite or type according to the purpose of writing. -I can sequence my writing clearly and logically. -I can attempt to group information/themes into paragraphs. -I can use bullet points appropriately. -I can use headings appropriately.
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Structured Curriculum Framework Secondary (KS3&4) - Cyle 1/3

Stage 3 & 4 Term & Theme	1 Personal	2 Digital Skills	3 Self-care	4 Preparing Food	5 Independence	6 Travel
Structured Approach key values: Structured environment providing ample opportunities for social interaction, developing communication and emotional regulation by providing appropriate transactional support. We encourage independence, self-advocacy, healthy minds and developing functional life skills as well as preparing students for next steps in their lives and adulthood.						
TOPICS						
All activities to have a functional purpose to promote independence	The Best me: inside out How would others describe me? <u>Art work</u> project: - T-shirts (designing – including digitally, making and exhibiting – fashion show) Mental and Physical Health - Emotions - Sports/healthy eating	Gaming & wellbeing SCRATCH (coding): - Animate a name/character - Imagine a world - Make a Pong/chase game - Make it fly Taking a break from technology Making collaborative board games	Keeping clean & healthy Cleaning schedules Using appliances Making information posters Making instructions (including videos: how to use microwave, kettle, washing machine etc.)	Health is wealth Food drive (help the community) Creating & packaging own smoothies (creating & following recipes) Make exercise video for primary pupils Demonstrating OT (e.g. core stability exercise) Filming	Out in the wild Written instructions (making a den/structure, putting up a tent etc.) Plan a camping trip & go! (<u>school</u> grounds – sensory garden, trim trail, yard) Pebble art Survival skills (swimming)	Travel/Journeys Building/preparing their own backpack for a journey Looking at historic journeys and explorers Creating emotion/sensory supports for undertaking journeys
	<i>Areas of learning/BSquared attributes</i> citizenship, physical health, mental health, RSE	safe & responsible online, communicating, creating & editing, transacting, using devices & handling information	hygiene & safety, maintaining & monitoring health, maintaining clothing needs, washing & bathing	hygiene & safety, preparing meals, snacks & drinks, taking nutrition, using utensils & appliances	chores, routines & maintenance, entertainment leisure & recreation, managing money, news & current events	moving around, planning a journey, undertaking a journey
OTHER METHODS OF ASSESSMENT						
Assesses using SCERTS, EHCP (Evidence for Learning) and <u>BSquared</u> .						
Communication and Interaction Functional skills and Communication, Social Interaction skills taught discreetly or embedded as part of other activities.	Speaking & Listening 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) 2. Play and Interaction 3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes) 4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts- position, description, size etc..., understanding questions, time concepts, jokes)					

<p>Informed by EHCP targets, <u>SaLT</u>, SCERTS, Communication Framework.</p>	<p>5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events, <u>)</u> 6. Speech- articulation- this should be done with <u>advise</u> from SALT) 7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you <u>can't</u> see, imagination, thinking, how, why and inference.</p>
<p>Language and Literacy - Enhanced by cross curricular & Enrichment related consolidation on the afternoons.</p>	<p style="text-align: center;">Reading</p> <p>1. Reading behaviour– is about children understanding and enjoying stories, <u>books</u> and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or <u>4/5 line</u> poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right. 3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and <u>fact</u>, and reading a range of familiar words and simple sentences. 4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, <u>rhythm</u> and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. 5. Reading Words and Phrases- using combination of skills to decode and blend <u>in order</u> to read for meaning. Recalling events, making <u>predications</u> and inferring from text.</p> <p style="text-align: center;">Writing</p> <p>1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed), 2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes. 3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters. 4. For further skills see National Curriculum.</p>

Cycle 2/3

Stage 3 & 4 Term & Theme	1 Personal	2 Keeping Safe	3 Cooking	4 Life-Skills	5 Socialising	6 Travel
Structured Approach Key Values: Structured environment providing ample opportunities for social interaction, developing communication and emotional regulation by providing appropriate transactional support. We encourage independence, self-advocacy, healthy minds and developing functional life skills as well as preparing students for next steps in their lives and adulthood.						
TOPICS						
All activities to have a functional purpose to promote independence	My Story: All About Me Who Am I? Art-work project: Create invitations for Art Gallery Piet Mondrain – Acrylic painting Henri Matisse – Matisse flowers Keith Haring – Line art Jean Michel Basquiat – Street Art Salvador Dali - Sculptures Mental and Physical Health <ul style="list-style-type: none"> - Emotions - Emotional regulation strategies 	Home & Community Safety How can a growing awareness of safety when at home and in the community lead to a better consideration of peers and family for further developing relationships? Investigating how to stay safe both at home and in the community. How to stay safe online. Creating rules for activities/games. Emotional regulation when accessing online content. Create an online safety poster. Create instructions for using a device. Planning an event.	Meal Preparation & Cooking How can learning to use a range of kitchen equipment develop independence and prepare me for adulthood? Preparation of snacks and meals. Safe use of toaster, microwave etc. Reading/creating instructions to make a snack/meal. Making a fruit salad. Making a toasted sandwich. To make a choice of a meal/snack to make.	Independent Living How can building a bank of self-help skills and practicing/engaging in everyday living activities improve my wellbeing/independence and encourage reflecting upon my actions? Maintaining a clean and healthy learning environment. Making a bed. Using cleaning products. Developing awareness of how to keep a range of environments clean. Developing emotional regulation taking pride in our learning environments. Chore list. Making a healthy meal. Considering personal hygiene routines.	Social Activities What makes an activity enjoyable for me? Cinema experiences. Reflecting upon social experiences. Preparing to hold an cinema event at school. Gather information around the likes and dislikes of pupils across the school to play a film suitable for peers. Preparing/providing snacks for peers to enjoy during the cinema event. Collecting information on likes for films and snacks. Creating a flyer to advertise the event.	Travel Safety How can I travel safely? What are the risks when traveling? Safety measures – seatbelts, zebra crossings etc. Exploration of different materials. Preparing story characters for travelling including safety equipment. Safety considerations. Planning a trip in the local community. Instruction following for road safety. Safety poster. Planning a class trip.
	<i>Areas of learning/BSquared attributes</i> Citizenship, Mental Health, RSE, PSHE	Digital skills, Independence, Self-care, assessing risk, online safety.	Hygiene & Safety, Preparing Food, Cooking, Using Utensils, Following Recipes, Independence	Hygiene and Safety, Self-Care, Chores, Routines and Maintenance, independence.	Entertainment, Leisure & Recreation, Managing Money, citizenship.	Moving Around, Planning a Journey, Undertaking a Journey
OTHER METHODS OF ASSESSMENT						
Assesses using SCERTS, EHCP (Evidence for Learning) and BSquared.						
Communication and Interaction	Speaking & Listening 1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.) 2. Play and Interaction					

<p>Functional skills and Communication, Social Interaction skills taught discreetly or embedded as part of other activities. Informed by EHCP targets, SaLT, SCERTS, Communication Framework.</p>	<p>3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)</p> <p>4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts- position, description, size etc..., understanding questions, time concepts, jokes)</p> <p>5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,)</p> <p>6. Speech- articulation- this should be done with advice from SALT)</p> <p>7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can't see, imagination, thinking, how, why and inference.</p>
<p>Language and Literacy -</p> <p>Enhanced by cross curricular & Enrichment related consolidation on the afternoons.</p>	<p style="text-align: center;">Reading</p> <p>1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes,</p> <p>2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right.</p> <p>3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and fact, and reading a range of familiar words and simple sentences.</p> <p>4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.</p> <p>5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predication and inferring from text.</p> <p style="text-align: center;">Writing</p> <p>1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.</p> <p>3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. For further skills see National Curriculum.</p>

Cycle 3/3 (2025-2026)

Stage 3 & 4 Term & Theme	1 Who Am I?	2 Community Safety	3 Animal Care	4 Talent	5 Survival Skills	6 Bake Off vs MasterChef
Structured Approach Key Values: Structured environment providing ample opportunities for social interaction, developing communication and emotional regulation by providing appropriate transactional support. We encourage independence, self-advocacy, healthy minds and developing functional life skills as well as preparing students for next steps in their lives and adulthood.						
TOPICS						
All activities to have a functional purpose to promote independence	My Interests Who Am I? Art-work project: Create invitations for Art Gallery Frida Kahlo – Self-Portraits Van Gogh – Vibrant Colours / flowers Pablo Picasso – Cubism Yyoi Kasuma – Polka Dots + Immersive Art Georgia O'Keefe – Flowers + Desert Landscapes 1. Art Gallery Evening for parents 2. Art Gallery Afternoon for staff and pupils 3. Pupils to make invitations for Art Gallery 4. Displays and decorations for Gallery Additional: -- Trip to Art Gallery	People Who Help Us How does understanding the roles of community helpers support us in feeling safe and confident in emergencies? · People Who Help Us: Pupils will research various community helpers and create posters to display around the school. These posters will highlight the roles and importance of these helpers in the community. · What to do in an emergency: Pupils will explore emergency response techniques and create engaging resources to educate others. (Visual Instructions, role play activities, step-by-step videos.) · Community Safety Celebration Day: Host a special event where pupils showcase their creations to peers and staff. This could include: displaying posters about community helpers, presenting their emergency response resources, sharing crafts and showcasing their visit to the fire station.	Animal Care How can I care for animals and keep myself safe? What must I do to keep myself safe around animals? How must I behave around animals? What skills will help me stay safe? What equipment will I need to care for animals? 1) Follow step, by step instructions for animal safety and care. 2) Create a animal fact file. 3) Assist in animal care. 4) Design and plan an open day at the farm. 5) Visit an animal sanctuary.	Showcasing My Skills How can I use my unique talents to express myself and inspire others? 1. What makes my talent special, and how can I develop it further? 2. How do performers and creators work together to bring a show to life? 3. What can I learn from others who use their talents to express themselves and make an impact? 1. Talent Exploration Journal 2. Mini Showcase Practice 3. Team Task: Production Planning 4. End-of-Term Talent Show	A Night in the Wild What skills do you require to stay a night in the wild? 1. What are the most important items to pack in a backpack for camping? 2. How do we keep ourselves safe when camping? 3. How can I use my knowledge from the classroom to enhance my camping experience? · Nature walk (park / saplings) · Scavenger hunt · Fire safety · Packing for a camping trip · Cooking in the wild	Bake Off vs MasterChef How can learners use a range of food preparation skills to develop independence and prepare them for adulthood? · How can I ensure all tools are used safely? · How does following instructions impact independence? · How can meal preparation / cooking prepare me for adulthood? · Develop fine motor skills to enhance control of kitchen tools safely (utensil) · Read and understand instructions to follow instructions for a recipe for a cake or meal (appliance) · Create or choose a cake or meal to prepare independently (Preferred meal or snack)
	Areas of learning/BSquared attributes Citizenship, Mental Health, RSE, PSHE	Digital skills, Independence, assessing risk, online safety, understanding the world.	Understanding the world, communication, digital skills, Independence	Independence, Personal development, social, emotional + mental health.	Life skills, independence, communication, managing emotions with change.	Cooking, following recipes, digital skills, using utensils, independence.
OTHER METHODS OF ASSESSMENT						
Assesses using SCERTS, EHCP (Evidence for Learning) and BSquared.						

<p>Communication and Interaction</p> <p>Functional skills and Communication, Social Interaction skills taught discreetly or embedded as part of other activities.</p> <p>Informed by EHCP targets, SaLT, SCERTS, Communication Framework.</p>	<p>Speaking & Listening</p> <p>1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</p> <p>2. Play and Interaction</p> <p>3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)</p> <p>4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts- position, description, size etc..., understanding questions, time concepts, jokes)</p> <p>5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events.)</p> <p>6. Speech- articulation- this should be done with <u>advise</u> from SALT)</p> <p>7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you <u>can't</u> see, imagination, thinking, how, why and inference.</p>					
<p>Language and Literacy -</p> <p>Enhanced by cross curricular & Enrichment related consolidation on the afternoons.</p>	<p>Reading</p> <p>1. Reading behaviour– is about children understanding and enjoying stories, <u>books</u> and rhymes,</p> <p>2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or <u>4/5 line</u> poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right.</p> <p>3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. 'Reading' both fiction and <u>fact</u>, and reading a range of familiar words and simple sentences.</p> <p>4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, <u>rhythm</u> and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.</p> <p>5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making <u>predications</u> and inferring from text.</p> <p>Writing</p> <p>1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.</p> <p>3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. For further skills see National Curriculum.</p>					
<p>Numeracy and Problem Solving</p> <p>Enhanced by cross curricular & Enrichment related consolidation on the afternoons.</p>	<p>Term 1 Focus Using Number & The Number System</p>	<p>Term 2 Focus Using Common Measures, Shape & Space</p>	<p>Term 3 Focus Handling Information & Data</p>	<p>Term 4 Focus Using Number & The Number System</p>	<p>Term 5 Focus Using Common Measures, Shape & Space</p>	<p>Term 6 Focus Handling Information & Data</p>

Structured Curriculum Framework Primary (KS3&4) – An Example

Who am I?
Term 1—Secondary Structured Curriculum

Project Description

Term 1: this termly project, "Who am I?", is designed for pupils with a focus on art to help them explore their identity, emotions, and personal characteristics through creative expression. Through a variety of hands-on art activities, children will use different materials and techniques to represent themselves and their experiences. The project will encourage self-awareness, confidence, and communication while developing their fine motor skills and artistic abilities.

Recognize and represent key features of themselves through art - Children will create self-portraits using different media, such as paint, collage, and clay, exploring shapes, colours, and textures.

Express their emotions and identity through artistic exploration - Pupils will use colours, shapes, and marks to represent their feelings and emotions. Activities such as painting "feeling faces," creating emotion collages with magazine cutouts, and using different textures to express moods will help them connect emotions with visual expression. They will also explore how colours can represent different emotions and use this knowledge to create expressive artwork.

Develop a sense of belonging by creating artwork about their families and friendships - Children will explore their relationships through creative projects such as family portraits, group murals, and friendship bracelets. They will use drawing and storytelling to represent their home life, favourite activities, and the people who are important to them.

We are going to be exploring five different artists, including, Da Vinci, Monet and Picasso and pupils will be creating a piece of artwork linked to all artists that we are focusing on to be displayed in an exhibition.

Focus: Communication, Social, Emotional and Mental Health and Art skills

Big Question

What are my interests?

Driving Questions

- How can I use art to show what I look like and what makes me unique?
- How do colours, shapes, and textures help me express my feelings and emotions?
- How can I use art to show the people who are important to me and where I belong?

Deliverables

- Art Gallery Evening for parents
- Art Gallery Afternoon for staff and pupils
- Pupils to make invitations for Art Gallery
- Displays and decorations for Gallery

Additional:
-- Trip to Art Gallery

Who am I?
Term 1—Secondary Structured Curriculum

Social Partner

Art Gallery work:

- To be able to request or protest required equipment for a piece of artwork e.g. paint or clay
- To be able to make a comment on the event happening by reaching towards or engaging in an activity to show enjoyment or tolerance

Invitations:

- To be able to understand nonverbal cues in a familiar activity in order to make choices when creating invites
- To be able to use gestures and non-verbal communication as a means to share their intentions

Decorations and gallery preparations:

- To use a variety of familiar objects conventionally and uses at least five different exploratory actions on objects (e.g. grasps, rolls, squeezes)
- To be able to demonstrate availability for learning and interacting by noticing object in their environment and engaging in sensory based activities

Language Partner

Art Gallery work:

- To be able to take turns with peers when sharing equipment required for making their artwork
- To be able to make a comment on the event happening with the support of visuals to say if they like something or not

Invitations:

- To be able to understand visual prompts in an activity in order to make choices when creating invites
- To be able to use visual and verbal communication as a means to share their intentions and make choices

Decorations and gallery preparations:

- To follow a set of visual instructions when preparing materials for display
- To be able to persist with reasonable demands when preparing for the art show
- To be able to request a break or share emotions when needing support regulating during an activity

Conversational Partner

Art Gallery work:

- To be able to use logical sequences of actions in activities with many steps (e.g. designing sculptures, designing art exhibition invitations etc.)
- To be able use metacognitive strategies to plan and complete activities (e.g. use task materials at a rate and pace that enables me to complete an activity in the time allowed)
- To be able to follow conventions for initiating conversations and taking turns.

Invitations:

- To be able to listen and speak to people about something by providing information about immediate, past, or future events, causal relationships, feelings, opinions and plans (introducing during art exhibition, providing information about artifacts etc.)
- To be able to show reciprocity in speaker and listener roles to share experiences.

Decorations and gallery preparations:

- To be able to use language for a range of social functions (e.g., greetings, turn taking, calling out for others, empathy, sharing secrets, asking for permission, praising)
- To be able to use metacognitive strategies to plan task materials in familiar activities (e.g. find required materials needed when told they are creating a banner or creating a collage)
- To be able to request a break or share emotions when needing support regulating during an activity

Structured Curriculum Framework Primary (KS3&4) – An Example

Term 1 – Who Am I?					
Numeracy					
	Group/1:1 Numeracy focus – Using Number & The Number System	Skill Focus			
		Step 3-4:	Step 5-6:	Step 7-Entry 1:	Entry level 2
Week 1	<p>Group: Step 3 -4 Pass around a basket with different quantities (1 toy, 2 spoons, 3 balls). Each learner chooses one. Staff names the number of items aloud. Play a copy-me game: staff holds up 1, 2, or 3 fingers and learners copy using blocks or fingers. Each child builds a tower of a set number (e.g. 3 blocks). Staff says a number, and everyone tries to copy.</p> <p>Step 5 -6 Listen and join in with a number chant (e.g. 1-5). Staff holds up number cards as they go. Compare two sets (e.g. "Which plate has more?"). Learners point or look to answer. Show a small group of objects (up to 5). Ask: "How many are there?" Support learner to count and say the number or show with fingers.</p> <p>Step 7 - E1 Group adds or removes an object from a set and counts how many together Number line jump game — place numbers 1-10 on floor and call out numbers to stand on. Learners each have a bingo board with numbers 1-10.</p>	<p>Step 3: • I can reach for a desired object with my hands when provided with a variety of objects. • I can take an object which is offered to me. • I can look at an object in my hand. • I can handle multiples of the same object. • I can hold objects with either hand using a palmar grasp when engaging in exploration. • I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option. • I can reinforce choice/understanding with response.</p> <p>Step 4: • I can hold an object with one hand. • I can pass an object from one hand to another. • I can pass an object with my hands when I have been prompted by a member of staff. • I can reach for preferred object from a selection of two. • I can copy a member of staff building towers of three or four blocks when playing with bricks.</p>	<p>Step 5: • I can communicate 'Gone' or 'All gone' appropriately. • I can act on a request to 'eat or drink some ...' • I can act on a request to 'eat or drink more ...' • I can respond to "Give me some of [named item]" • I can press buttons on calculator and watch the number display. • I can play give-and-take games with little support. • I can look at numbers written in figures. • I can listen to numbers being counted.</p> <p>Step 6: • I can play with coins. • I can share an object with a peer. • I can break a piece off when asked to share.</p> <p>Step 6: • I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects. • I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked.</p>	<p>Step 7: • I can compare two quantities to ten using the term larger and fewer. • I can compare two quantities to ten using the term 'more'. • I can use concrete materials to find the number before and after, one more and one less. • I can find the number before and after and one more and one less from a given number to ten. • I can add an object to a group and count how many (up to 5). • I can estimate objects with a degree of accuracy. • I can explain the meaning of the term 'add' using simple language. • I can write numbers to five.</p> <p>Entry Level 1: • I can copy and continue patterns using real life materials. • I can share objects into groups. • I can share objects between two plates.</p> <p>Entry Level 1: • I can match numerals to 20. • I can read names of numbers to ten. • I can read and write numbers in numerals from 0 to 9. • I can read numbers from 1 to 20: - in numerals - in words</p>	<p>Entry level 2 - I can count to 50. - I can count to and across 100 forwards, from any given number. - I can count to and across 100 backwards from any given number. - I can count in 10s from any number forwards and backwards. - I can count in steps of 2 from 0, forwards and backwards. - I can write numbers to 100 in numerals and words. - I can read numbers to at least 100 in numerals and in words. - I can compare and order numbers from 0 up to 100. - I can recognise the place value of each digit in a three-digit number. - I can sort numerals into odd and even numbers. - I can recognise and interpret the symbols +, -, ÷ and = appropriately. - I can solve simple problems involving addition and subtraction of money of the same unit. - I can demonstrate knowledge of zero as a place holder. - I can add and subtract two-digit numbers. - I can recognise that multiplication can be done in any order. - I can multiply whole numbers in the range of 0x0 to 12x12.</p>

Caller says numbers aloud — learners mark them when heard. Use counters or Velcro.



1:1:

Step 3-4

Offer two objects (e.g. one block vs. three blocks). Say "Which one do you want?" and observe reach or preference.

Build a tower of 3-4 blocks together. Say each number as you place the block. Let them knock it down after.

Have two containers labelled with numbers (e.g. 1 and 2). Hand over 1 or 2 objects and ask: "Can you put it in the right box?"

Step 5 -6

Use a toy calculator. Say a number ("Press number 2") and support them to press it and see the display.

Ask "Can you show me 3?" with counters. Support learner to count out 3 objects.

Hide number cards (1-5) around the room.

Learners find one and then match it to a set of objects or a visual line-up.

Step 7 - E1

Ask "What's one more than 3?" and use objects to demonstrate adding one

Match numeral to quantity (e.g. "Show me 5" with digit card and 5 cubes).

- I can copy a member of staff to knock down towers when playing with bricks.
 - I can explore an object for five minutes when working coactively.
 - I can put different objects into containers when encouraged to do so by a member of staff.
- I can identify common objects by pointing/looking at them when they have been named.

- I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater.
 - I can start to count a set of objects when asked "How many?"
 - I can place objects in a line.
 - I can copy numerals to five.
 - I can pick up more than once object when asked for two.
 - I can count up to five without objects.
 - I can match two equal sets.
- I can practise dialling a phone number.

- I can write the numbers to 20 in words.
 - Writes numbers from 1 to 20:
 - in numeral
 - in words
 - I can order numerals to 20 consistently.
 - I can compare two groups using counting.
 - I can place three non-sequential numbers up to 20 in order.
 - I can count objects that cannot be touched up to 20.
 - I can recall number bonds to 10.
 - I can take away objects from a group when asked to subtract.
 - I can find the difference between two numbers using objects.
 - I can double numbers to five.
 - I can double any number to ten.
- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.

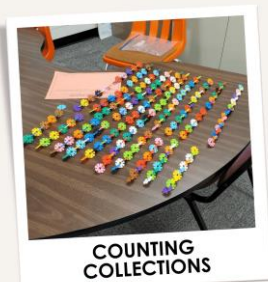
- I can name an amount left over after division as a remainder.
 - I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity.
 - I can find a half and a quarter of a shape.
 - I can find a half and a quarter of a set of objects.
 - I can divide food into portions.
 - I can recognise that the decimal point separates £ and pence or m and cm.
 - I can read, write and use decimals to one decimal place.
- #### Entry Level 3
- I can recognise the place value of each digit in a four-digit number.
 - I can read and write numbers up to 1,000 in numerals and in words.
 - I can compare, order and record numbers using <, > and =.
 - I can read prices up to £999.99.
 - I can find 1,000 more or less than a given number.
 - I can understand negative numbers in relation to familiar uses.
 - I can count on and back from a given three-digit number.
 - I can explain the effect of adding or subtracting zero.
 - I can add amounts of money to give change, using both £ and p in practical contexts.
 - I can subtract amounts of money to give change, using both £ and p in practical contexts.
 - I can add and subtract using three-digit whole numbers.
 - I can divide three-digit whole numbers by a single digit whole number.
 - I can recognise that division is the inverse

	<p>Show number words (e.g. "five") and ask learner to match it to the correct numeral or quantity. Use word cards and number cards side-by-side.</p> <p>COUNTING ACTIVITIES for preschoolers</p> 				<p>of multiplication.</p> <ul style="list-style-type: none"> -I can round sums of money to the nearest 10p. -I can approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results. -I can recognise that the numeral on the top of the fraction is the number of parts. -I can write the correct fraction in words and symbols. -I can find a fraction of a whole. -I can read price labels expressed as a decimal. -I can recognise .5 as a half. -I can read, write and use decimals up to two decimal places.
Week 2	<p>Group Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none"> • Clap and tap: staff claps once, twice, or three times—children mimic using hands or instruments. • Count steps as learners walk across a room. Staff counts aloud as each child takes steps. • Provide groups of 2-4 objects. Learners explore, staff counts each item aloud. <p>Step 5-6</p> <ul style="list-style-type: none"> • Count how many learners are present using fingers or props. 	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> • I can reach for a desired object with my hands when provided with a variety of objects. • I can take an object which is offered to me. • I can look at an object in my hand. • I can handle multiples of the same object. • I can hold objects with either hand using a palmar grasp when engaging in exploration. • I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> • I can communicate 'Gone' or 'All gone' appropriately. • I can act on a request to 'eat or drink some ...' • I can act on a request to 'eat or drink more ...' • I can respond to "Give me some of [named item]" • I can press buttons on calculator and watch the number display. • I can play give-and-take games with little support. • I can look at numbers written in figures. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> • I can compare two quantities to ten using the term larger and fewer. • I can compare two quantities to ten using the term 'more'. • I can use concrete materials to find the number before and after, one more and one less. • I can find the number before and after and one more and one less from a given number to ten. • I can add an object to a group and count how many (up to 5). • I can estimate objects with a degree of accuracy. 	<p>Entry level 2</p> <ul style="list-style-type: none"> -I can count to 50. -I can count to and across 100 forwards, from any given number. -I can count to and across 100 backwards from any given number. -I can count in 10s from any number forwards and backwards. -I can count in steps of 2 from 0, forwards and backwards. -I can write numbers to 100 in numerals and words. -I can read numbers to at least 100 in numerals and in words. -I can compare and order numbers from 0 up to 100.

- Use counting songs (e.g. "Five Little Ducks") and act them out with soft toys.
- Fill cups with counters. Ask "How many do you have?" and count together.

Step 7 - E1

- Count objects into bowls — then remove one and recount ("How many now?").
- Play a counting board game using dice (up to 6). Move pieces and count spaces.
- Use number fans or cards to show answers to "What comes after 4?" etc.



- I can reinforce choice/understanding with response.
- Step 4:
 - I can hold an object with one hand.
 - I can pass an object from one hand to another.
 - I can pass an object with my hands when I have been prompted by a member of staff.
 - I can reach for preferred object from a selection of two.
- I can copy a member of staff building towers of three or four blocks when playing with bricks.
- I can copy a member of staff to knock down towers when playing with bricks.
- I can explore an object for five minutes when working coactively.
- I can put different objects into containers when encouraged to do so by a member of staff.
- I can identify common objects by pointing/looking at them when they have been named.

- I can listen to numbers being counted.
- I can play with coins.
- I can share an object with a peer.
- I can break a piece off when asked to share.
- Step 6:
 - I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects.
 - I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked.
 - I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater.
 - I can start to count a set of objects when asked "How many?"
 - I can place objects in a line.
 - I can copy numerals to five.
 - I can pick up more than once object when asked for two.
 - I can count up to five without objects.
 - I can match two equal sets.
- I can practise dialling a phone number.



- I can explain the meaning of the term 'add' using simple language.
- I can write numbers to five.
- I can copy and continue patterns using real life materials.
- I can share objects into groups.
- I can share objects between two plates.
- Entry Level 1:
 - I can match numerals to 20.
 - I can read names of numbers to ten.
 - I can read and write numbers in numerals from 0 to 9.
 - I can read numbers from 1 to 20:
 - in numerals
 - in words
 - I can write the numbers to 20 in words.
 - Writes numbers from 1 to 20:
 - in numeral
 - in words
 - I can order numerals to 20 consistently.
- I can compare two groups using counting.
- I can place three non-sequential numbers up to 20 in order.
- I can count objects that cannot be touched up to 20.
- I can recall number bonds to 10.
- I can take away objects from a group when asked to subtract.
- I can find the difference between two numbers using objects.
- I can double numbers to five.
- I can double any number to ten.
- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.


- I can recognise the place value of each digit in a three-digit number.
- I can sort numerals into odd and even numbers.
- I can recognise and interpret the symbols +, -, ÷ and = appropriately.
- I can solve simple problems involving addition and subtraction of money of the same unit.
- I can demonstrate knowledge of zero as a place holder.
- I can add and subtract two-digit numbers.
- I can recognise that multiplication can be done in any order.
- I can multiply whole numbers in the range of 0x0 to 12x12.
- I can name an amount left over after division as a remainder.
- I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity.
- I can find a half and a quarter of a shape.
- I can find a half and a quarter of a set of objects.
- I can divide food into portions.
- I can recognise that the decimal point separates £ and pence or m and cm.
- I can read, write and use decimals to one decimal place.
- Entry Level 3**
 - I can recognise the place value of each digit in a four-digit number.
 - I can read and write numbers up to 1,000 in numerals and in words.
 - I can compare, order and record numbers using <, > and =.
 - I can read prices up to £999.99.
 - I can find 1,000 more or less than a given number.
 - I can understand negative numbers in

1:1 Activities

Step 3-4

- Hand over 2 or 3 toys and count together as each is given.
- Place 2 objects on a tray. Say "How many?" and gently guide pointing.

	<ul style="list-style-type: none"> Use a puppet to "eat" items one by one as learner watches and staff counts. <p>Step 5-6</p> <ul style="list-style-type: none"> Use a spinner or dice. Ask the learner to spin/roll and count out that many blocks. Count objects as they drop into a jar — encourage the learner to say numbers with you. Use number puzzle boards — match numerals to counted sets. <p>Step 7 - E1</p> <ul style="list-style-type: none"> Give a pile of counters and ask, "Can you give me 4?" Support as needed. Line up toys — count forward and backward. Give simple one-more/one-less challenges with visuals: "One more than 3?" <div>   </div>				<p>relation to familiar uses.</p> <ul style="list-style-type: none"> -I can count on and back from a given three-digit number. -I can explain the effect of adding or subtracting zero. -I can add amounts of money to give change, using both £ and p in practical contexts. -I can subtract amounts of money to give change, using both £ and p in practical contexts. -I can add and subtract using three-digit whole numbers. -I can divide three-digit whole numbers by a single digit whole number. -I can recognise that division is the inverse of multiplication. -I can round sums of money to the nearest 10p. -I can approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results. -I can recognise that the numeral on the top of the fraction is the number of parts. -I can write the correct fraction in words and symbols. -I can find a fraction of a whole. -I can read price labels expressed as a decimal. -I can recognise .5 as a half. -I can read, write and use decimals up to two decimal places.
Week	<p>Group Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none"> Stack objects from biggest to smallest. Encourage pointing/looking. Put 2-3 items in a row. Ask "Which one is the biggest?" and "smallest?" 	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> I can reach for a desired object with my hands when provided with a variety of objects. I can take an object which is offered to me. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> I can communicate 'Gone' or 'All gone' appropriately. I can act on a request to 'eat or drink some ...' 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> I can compare two quantities to ten using the term larger and fewer. I can compare two quantities to ten using the term 'more'. 	<p>Entry level 2</p> <ul style="list-style-type: none"> I can count to 50. I can count to and across 100 forwards, from any given number. I can count to and across 100 backwards from any given number.

<ul style="list-style-type: none">Match pairs of items (e.g. 2 soft toys) and say "same" or "different." <p>Step 5-6</p> <ul style="list-style-type: none">Give groups of counters (e.g. 2 vs. 4) — ask "Which is more?"Use balance scales with varied items — "Which side is heavier?"Order number cards 1-5 with visual help. <p>Step 7 – E1</p> <ul style="list-style-type: none">Compare towers: "Which is taller?" Use ruler visuals or real measuring.Match numeral cards to sets in ascending/descending order.Make a number line together and play "What's missing?" 	<ul style="list-style-type: none">I can look at an object in my hand.I can handle multiples of the same object.I can hold objects with either hand using a palmar grasp when engaging in exploration.I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option.I can reinforce choice/understanding with response. <p>Step 4:</p> <ul style="list-style-type: none">I can hold an object with one hand.I can pass an object from one hand to another.I can pass an object with my hands when I have been prompted by a member of staff.I can reach for preferred object from a selection of two.I can copy a member of staff building towers of three or four blocks when playing with bricks.I can copy a member of staff to knock down towers when playing with bricks.I can explore an object for five minutes when working coactively.I can put different objects into containers when encouraged to do so by a member of staff. <p>I can identify common objects by pointing/looking at them when they have been named.</p>	<ul style="list-style-type: none">I can act on a request to 'eat or drink more ...'I can respond to "Give me some of [named item]"I can press buttons on calculator and watch the number display.I can play give-and-take games with little support.I can look at numbers written in figures.I can listen to numbers being counted.I can play with coins.I can share an object with a peer.I can break a piece off when asked to share. <p>Step 6:</p> <ul style="list-style-type: none">I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects.I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked.I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater.I can start to count a set of objects when asked "How many?"I can place objects in a line.I can copy numerals to five.I can pick up more than once object when asked for two.I can count up to five without objects.I can match two equal sets.I can practise dialling a phone number.	<ul style="list-style-type: none">I can use concrete materials to find the number before and after, one more and one less.I can find the number before and after and one more and one less from a given number to ten.I can add an object to a group and count how many (up to 5).I can estimate objects with a degree of accuracy.I can explain the meaning of the term 'add' using simple language.I can write numbers to five.I can copy and continue patterns using real life materials.I can share objects into groups.I can share objects between two plates. <p>Entry Level 1:</p> <ul style="list-style-type: none">I can match numerals to 20.I can read names of numbers to ten.I can read and write numbers in numerals from 0 to 9.I can read numbers from 1 to 20: <ul style="list-style-type: none">- in numerals- in wordsI can write the numbers to 20 in words.Writes numbers from 1 to 20: <ul style="list-style-type: none">- in numeral- in wordsI can order numerals to 20 consistently.I can compare two groups using counting.I can place three non-sequential numbers up to 20 in order.I can count objects that cannot be touched up to 20.I can recall number bonds to 10.I can take away objects from a group when asked to subtract.I can find the difference between two numbers using objects.I can double numbers to five.	<ul style="list-style-type: none">I can count in 10s from any number forwards and backwards.I can count in steps of 2 from 0, forwards and backwards.I can write numbers to 100 in numerals and words.I can read numbers to at least 100 in numerals and in words.I can compare and order numbers from 0 up to 100.I can recognise the place value of each digit in a three-digit number.I can sort numerals into odd and even numbers.I can recognise and interpret the symbols +, -, ÷ and = appropriately.I can solve simple problems involving addition and subtraction of money of the same unit.I can demonstrate knowledge of zero as a place holder.I can add and subtract two-digit numbers.I can recognise that multiplication can be done in any order.I can multiply whole numbers in the range of 0x0 to 12x12.I can name an amount left over after division as a remainder.I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity.I can find a half and a quarter of a shape.I can find a half and a quarter of a set of objects.I can divide food into portions.I can recognise that the decimal point separates £ and pence or m and cm.I can read, write and use decimals to one decimal place. <p>Entry Level 3</p> <ul style="list-style-type: none">I can recognise the place value of each digit in a four-digit number.
<p>1:1 Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none">Offer 2 snacks, different sizes — support learner to choose their favourite.Stack 2-3 cups. Prompt: "Is this one bigger or smaller?"Pass matching pairs of objects — discuss similarities. <p>Step 5-6</p>				

<ul style="list-style-type: none"> Place two toy piles down: ask "Which has more?" and guide pointing. Use a tray with small containers of objects — compare and talk about more/less. Build towers of different heights. Ask which is taller. <p>Step 7 – E1</p> <ul style="list-style-type: none"> Give 3 number cards — help learner order them smallest to biggest. Compare coins or buttons by size/amount. Use "more/fewer" with snack items or counters during a mini tea party. 			<ul style="list-style-type: none"> I can double any number to ten. I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> I can read and write numbers up to 1,000 in numerals and in words. I can compare, order and record numbers using $<$, $>$ and $=$. I can read prices up to £999.99. I can find 1,000 more or less than a given number. I can understand negative numbers in relation to familiar uses. I can count on and back from a given three-digit number. I can explain the effect of adding or subtracting zero. I can add amounts of money to give change, using both £ and p in practical contexts. I can subtract amounts of money to give change, using both £ and p in practical contexts. I can add and subtract using three-digit whole numbers. I can divide three-digit whole numbers by a single digit whole number. I can recognise that division is the inverse of multiplication. I can round sums of money to the nearest 10p. I can approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results. I can recognise that the numeral on the top of the fraction is the number of parts. I can write the correct fraction in words and symbols. I can find a fraction of a whole. I can read price labels expressed as a decimal. I can recognise .5 as a half.
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Week 4

					-I can read, write and use decimals up to two decimal places.
	<p>Group Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none"> Explore containers labelled with 1 and 2 — put matching objects in. Show cards with dots and help learners point to the number it represents. Sort toys by quantity and group together — say amounts aloud. <p>Step 5-6</p> <ul style="list-style-type: none"> Use a number mat 1-10 — place objects on correct numbers. Give a number and ask learners to make it using unifix cubes. Create "number houses" — e.g. house of 5 has 2 and 3 inside. <p>Step 7 - E1</p> <ul style="list-style-type: none"> Use base-10 blocks or straws bundled into tens and units. Match cards with "1 ten and 3 ones" to the numeral 13. Play place value bingo — staff describes numbers using place value clues. 	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> I can reach for a desired object with my hands when provided with a variety of objects. I can take an object which is offered to me. I can look at an object in my hand. I can handle multiples of the same object. I can hold objects with either hand using a palmar grasp when engaging in exploration. I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option. I can reinforce choice/understanding with response. <p>Step 4:</p> <ul style="list-style-type: none"> I can hold an object with one hand. I can pass an object from one hand to another. I can pass an object with my hands when I have been prompted by a member of staff. I can reach for preferred object from a selection of two. I can copy a member of staff building towers of three or four blocks when playing with bricks. I can copy a member of staff to knock down towers when playing with bricks. I can explore an object for five minutes when working coactively. I can put different objects into containers when encouraged to do so by a member of staff. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> I can communicate 'Gone' or 'All gone' appropriately. I can acts on a request to 'eat or drink some ...' I can act on a request to 'eat or drink more ...' I can respond to "Give me some of [named item]" I can press buttons on calculator and watch the number display. I can play give-and-take games with little support. I can look at numbers written in figures. I can listen to numbers being counted. I can play with coins. I can share an object with a peer. I can break a piece off when asked to share. <p>Step 6:</p> <ul style="list-style-type: none"> I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects. I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked. I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater. I can start to count a set of objects when asked "How many?" I can place objects in a line. I can copy numerals to five. I can pick up more than once object when asked for two. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> I can compare two quantities to ten using the term larger and fewer. I can compare two quantities to ten using the term 'more'. I can use concrete materials to find the number before and after, one more and one less. I can find the number before and after and one more and one less from a given number to ten. I can add an object to a group and count how many (up to 5). I can estimate objects with a degree of accuracy. I can explain the meaning of the term 'add' using simple language. I can write numbers to five. I can copy and continue patters using real life materials. I can share objects into groups. I can share objects between two plates. <p>Entry Level 1:</p> <ul style="list-style-type: none"> I can match numerals to 20. I can read names of numbers to ten. I can read and write numbers in numerals from 0 to 9. I can read numbers from 1 to 20: <ul style="list-style-type: none"> - in numerals - in words I can write the numbers to 20 in words. Writes numbers from 1 to 20: <ul style="list-style-type: none"> - in numeral - in words I can order numerals to 20 consistently. 	<p>Entry level 2</p> <ul style="list-style-type: none"> I can count to 50. I can count to and across 100 forwards, from any given number. I can count to and across 100 backwards from any given number. I can count in 10s from any number forwards and backwards. I can count in steps of 2 from 0, forwards and backwards. I can write numbers to 100 in numerals and words. I can read numbers to at least 100 in numerals and in words. I can compare and order numbers from 0 up to 100. I can recognise the place value of each digit in a three-digit number. I can sort numerals into odd and even numbers. I can recognise and interpret the symbols +, -, ÷ and = appropriately. I can solve simple problems involving addition and subtraction of money of the same unit. I can demonstrate knowledge o zero as a place holder. I can add and subtract two-digit numbers. I can recognise that multiplication can be done in any order. I can multiply whole numbers in the range of 0x0 to 12x12. I can name an amount let over after division as a remainder. I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity. I can find a half and a quarter of a shape.
	1:1 Activities				

<p>Step 3-4</p> <ul style="list-style-type: none"> • Pass different containers with varied object amounts — say amounts aloud. • Help learner match 1 object to 1 cup. • Explore objects that come in sets of 2 or 3. <p>Step 5-6</p> <ul style="list-style-type: none"> • Match dot patterns to numeral cards. • Use a counting frame (abacus or peg board) to group tens and ones. • Explore money — sort coins into groups of 1s and 2s. <p>Step 7 - E1</p> <ul style="list-style-type: none"> • Use base-10 visual blocks to make teen numbers. • Break up numbers using part-part-whole frames. • Make numbers using cups labelled "tens" and "ones". 	<p>I can identify common objects by pointing/looking at them when they have been named.</p>	<ul style="list-style-type: none"> • I can count up to five without objects. • I can match two equal sets. <p>I can practise dialling a phone number.</p>	<ul style="list-style-type: none"> • I can compare two groups using counting. • I can place three non-sequential numbers up to 20 in order. • I can count objects that cannot be touched up to 20. • I can recall number bonds to 10. • I can take away objects from a group when asked to subtract. • I can find the difference between two numbers using objects. • I can double numbers to five. • I can double any number to ten. <p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<ul style="list-style-type: none"> - I can find a half and a quarter of a set of objects. - I can divide food into portions. - I can recognise that the decimal point separates £ and pence or m and cm. - I can read, write and use decimals to one decimal place. <p>Entry Level 3</p> <ul style="list-style-type: none"> - I can recognise the place value of each digit in a four-digit number. - I can read and write numbers up to 1,000 in numerals and in words. - I can compare, order and record numbers using $<$, $>$ and $=$. - I can read prices up to £999.99. - I can find 1,000 more or less than a given number. - I can understand negative numbers in relation to familiar uses. - I can count on and back from a given three-digit number. - I can explain the effect of adding or subtracting zero. - I can add amounts of money to give change, using both £ and p in practical contexts. - I can subtract amounts of money to give change, using both £ and p in practical contexts. - I can add and subtract using three-digit whole numbers. - I can divide three-digit whole numbers by a single digit whole number. - I can recognise that division is the inverse of multiplication. - I can round sums of money to the nearest 10p. - I can approximate by rounding numbers
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					<p>less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <ul style="list-style-type: none"> -I can recognise that the numeral on the top of the fraction is the number of parts. -I can write the correct fraction in words and symbols. -I can find a fraction of a whole. -I can read price labels expressed as a decimal. -I can recognise .5 as a half. -I can read, write and use decimals up to two decimal places.
<p>Week 5</p>	<p>Week 5 - Money</p> 	<p>Step 3-4:</p> <p>Step 3:</p> <ul style="list-style-type: none"> •I can reach for a desired object with my hands when provided with a variety of objects. •I can take an object which is offered to me. •I can look at an object in my hand. •I can handle multiples of the same object. •I can hold objects with either hand using a palmar grasp when engaging in exploration. •I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option. •I can reinforce choice/understanding with response. <p>Step 4:</p> <ul style="list-style-type: none"> •I can hold an object with one hand. •I can pass an object from one hand to another. •I can pass an object with my hands when I have been prompted by a member of staff. •I can reach for preferred object from a selection of two. 	<p>Step 5-6:</p> <p>Step 5:</p> <ul style="list-style-type: none"> •I can communicate 'Gone' or 'All gone' appropriately. •I can act on a request to 'eat or drink some ...' •I can act on a request to 'eat or drink more ...' •I can respond to "Give me some of [named item]" •I can press buttons on calculator and watch the number display. •I can play give-and-take games with little support. •I can look at numbers written in figures. •I can listen to numbers being counted. •I can play with coins. •I can share an object with a peer. •I can break a piece off when asked to share. <p>Step 6:</p> <ul style="list-style-type: none"> •I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects. •I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked. 	<p>Step 7-Entry 1:</p> <p>Step 7:</p> <ul style="list-style-type: none"> •I can compare two quantities to ten using the term larger and fewer. •I can compare two quantities to ten using the term 'more'. •I can use concrete materials to find the number before and after, one more and one less. •I can find the number before and after and one more and one less from a given number to ten. •I can add an object to a group and count how many (up to 5). •I can estimate objects with a degree of accuracy. •I can explain the meaning of the term 'add' using simple language. •I can write numbers to five. •I can copy and continue patterns using real life materials. •I can share objects into groups. •I can share objects between two plates. <p>Entry Level 1:</p> <ul style="list-style-type: none"> •I can match numerals to 20. •I can read names of numbers to ten. •I can read and write numbers in numerals from 0 to 9. •I can read numbers from 1 to 20: 	<p>Entry level 2</p> <ul style="list-style-type: none"> -I can count to 50. -I can count to and across 100 forwards, from any given number. -I can count to and across 100 backwards from any given number. -I can count in 10s from any number forwards and backwards. -I can count in steps of 2 from 0, forwards and backwards. -I can write numbers to 100 in numerals and words. -I can read numbers to at least 100 in numerals and in words. -I can compare and order numbers from 0 up to 100. -I can recognise the place value of each digit in a three-digit number. -I can sort numerals into odd and even numbers. -I can recognise and interpret the symbols +, -, ÷ and = appropriately. -I can solve simple problems involving addition and subtraction of money of the same unit. -I can demonstrate knowledge of zero as a place holder. -I can add and subtract two-digit numbers. -I can recognise that multiplication can be done in any order.



Group Activities

Step 3-4

- Explore real or toy coins in baskets — describe "big", "small", "shiny".
- Role-play shop: choose 1 or 2 items to buy using play coins.
- Sort pretend food into "costs 1p" or "costs 2p" baskets.

Step 5-6

• I can copy a member of staff building towers of three or four blocks when playing with bricks.
• I can copy a member of staff to knock down towers when playing with bricks.
• I can explore an object for five minutes when working coactively.
• I can put different objects into containers when encouraged to do so by a member of staff.
I can identify common objects by pointing/looking at them when they have been named.

• I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater.
• I can start to count a set of objects when asked "How many?"
• I can place objects in a line.
• I can copy numerals to five.
• I can pick up more than once object when asked for two.
• I can count up to five without objects.
• I can match two equal sets.
I can practise dialling a phone number.

- in numerals
- in words
• I can write the numbers to 20 in words.
• Writes numbers from 1 to 20:
- in numeral
- in words
• I can order numerals to 20 consistently.
• I can compare two groups using counting.
• I can place three non-sequential numbers up to 20 in order.
• I can count objects that cannot be touched up to 20.
• I can recall number bonds to 10.
• I can take away objects from a group when asked to subtract.
• I can find the difference between two numbers using objects.
• I can double numbers to five.
• I can double any number to ten.
I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.

- I can multiply whole numbers in the range of 0x0 to 12x12.
- I can name an amount left over after division as a remainder.
- I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity.
- I can find a half and a quarter of a shape.
- I can find a half and a quarter of a set of objects.
- I can divide food into portions.
- I can recognise that the decimal point separates £ and pence or m and cm.
- I can read, write and use decimals to one decimal place.

Entry Level 3

- I can recognise the place value of each digit in a four-digit number.
- I can read and write numbers up to 1,000
in numerals and in words.
- I can compare, order and record numbers using <, > and =.
- I can read prices up to £999.99.
- I can find 1,000 more or less than a given number.
- I can understand negative numbers in relation to familiar uses.
- I can count on and back from a given three-digit number.
- I can explain the effect of adding or subtracting zero.
- I can add amounts of money to give change, using both £ and p in practical contexts.
- I can subtract amounts of money to give change, using both £ and p in practical contexts.
- I can add and subtract using three-digit whole numbers.
- I can divide three-digit whole numbers by a

	<ul style="list-style-type: none"> • Match real coins to pictures. • Staff says a price (e.g. "This costs 3p") — learners count out the amount. • Create a pretend café or market — learners "buy" items with real or toy coins. <p>Step 7 – E1</p> <ul style="list-style-type: none"> • Play "money match": match coins to prices or total values. • Solve simple scenarios — "You have 5p, what can you buy?" • Use 1p, 2p, 5p coins to make totals up to 10p. 				<p>single digit whole number.</p> <ul style="list-style-type: none"> -I can recognise that division is the inverse of multiplication. -I can round sums of money to the nearest 10p. -I can approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results. -I can recognise that the numeral on the top of the fraction is the number of parts. -I can write the correct fraction in words and symbols. -I can find a fraction of a whole. -I can read price labels expressed as a decimal. -I can recognise .5 as a half. -I can read, write and use decimals up to two decimal places.
	<p>1:1 Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none"> • Give coin and toy — "Buy the toy!" model and repeat. • Offer choice of coin — prompt reaching/choosing. • Shake a coin jar and explore the sound, feel, and look together. <p>Step 5-6</p> <ul style="list-style-type: none"> • Hide coins in sand or rice tray — name each as found. • Use velcro money boards to stick the correct coin next to items. • Play shop 1:1, giving one coin per item. <p>Step 7 – E1</p> <ul style="list-style-type: none"> • Count coins into piles: "Can you make 6p?" • Use purse play — learner "pays" for items using right coins. • Count change with visuals: "If this costs 3p and you pay 5p...?" 				

Week 6

Group:

1:1:



Step 3-4:

Step 3:

- I can reach for a desired object with my hands when provided with a variety of objects.
- I can take an object which is offered to me.
- I can look at an object in my hand.
- I can handle multiples of the same object.
- I can hold objects with either hand using a palmar grasp when engaging in exploration.
- I can show preferences by pointing/gesturing when provided with both a favoured and a disliked option.
- I can reinforce choice/understanding with response.

Step 4:

- I can hold an object with one hand.
 - I can pass an object from one hand to another.
 - I can pass an object with my hands when I have been prompted by a member of staff.
 - I can reach for preferred object from a selection of two.
 - I can copy a member of staff building towers of three or four blocks when playing with bricks.
 - I can copy a member of staff to knock down towers when playing with bricks.
 - I can explore an object for five minutes when working coactively.
 - I can put different objects into containers when encouraged to do so by a member of staff.
- I can identify common objects by pointing/looking at them when they have been named.

Step 5-6:

Step 5:

- I can communicate 'Gone' or 'All gone' appropriately.
- I can act on a request to 'eat or drink some ...'
- I can act on a request to 'eat or drink more ...'
- I can respond to "Give me some of [named item]"
- I can press buttons on calculator and watch the number display.
- I can play give-and-take games with little support.
- I can look at numbers written in figures.
- I can listen to numbers being counted.
- I can play with coins.
- I can share an object with a peer.
- I can break a piece off when asked to share.

Step 6:

- I can distinguish between 'one' and 'lots' when shown an example of a single object and a group of objects.
 - I can demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked.
 - I can compare two sets of (up to 5) counters pointing to the group that contains fewer/greater.
 - I can start to count a set of objects when asked "How many?"
 - I can place objects in a line.
 - I can copy numerals to five.
 - I can pick up more than once object when asked for two.
 - I can count up to five without objects.
 - I can match two equal sets.
- I can practise dialling a phone number.

Step 7-Entry 1:

Step 7:

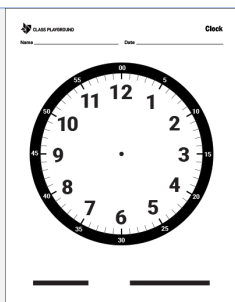
- I can compare two quantities to ten using the term larger and fewer.
- I can compare two quantities to ten using the term 'more'.
- I can use concrete materials to find the number before and after, one more and one less.
- I can find the number before and after and one more and one less from a given number to ten.
- I can add an object to a group and count how many (up to 5).
- I can estimate objects with a degree of accuracy.
- I can explain the meaning of the term 'add' using simple language.
- I can write numbers to five.
- I can copy and continue patterns using real life materials.
- I can share objects into groups.
- I can share objects between two plates.

Entry Level 1:

- I can match numerals to 20.
- I can read names of numbers to ten.
- I can read and write numbers in numerals from 0 to 9.
- I can read numbers from 1 to 20:
 - in numerals
 - in words
- I can write the numbers to 20 in words.
- Writes numbers from 1 to 20:
 - in numeral
 - in words
- I can order numerals to 20 consistently.
- I can compare two groups using counting.
- I can place three non-sequential numbers up to 20 in order.
- I can count objects that cannot be touched up to 20.

Entry level 2

- I can count to 50.
- I can count to and across 100 forwards, from any given number.
- I can count to and across 100 backwards from any given number.
- I can count in 10s from any number forwards and backwards.
- I can count in steps of 2 from 0, forwards and backwards.
- I can write numbers to 100 in numerals and words.
- I can read numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100.
- I can recognise the place value of each digit in a three-digit number.
- I can sort numerals into odd and even numbers.
- I can recognise and interpret the symbols +, -, ÷ and = appropriately.
- I can solve simple problems involving addition and subtraction of money of the same unit.
- I can demonstrate knowledge of zero as a place holder.
- I can add and subtract two-digit numbers.
- I can recognise that multiplication can be done in any order.
- I can multiply whole numbers in the range of 0x0 to 12x12.
- I can name an amount left over after division as a remainder.
- I can recognise, find and name a quarter a 1 of 4 equal parts of an object, shape or quantity.
- I can find a half and a quarter of a shape.
- I can find a half and a quarter of a set of objects.
- I can divide food into portions.
- I can recognise that the decimal point separates £ and pence or m and cm.



Week 6 - Time

Group Activities

Step 3-4

- Use a visual timetable — talk through events: "Now, snack. Next, play."
- Use sand timers in turn-taking games.
- Sing songs about days of the week or time (e.g. "What's the time Mr. Wolf?")

Step 5-6

- Sequence three events in daily routine (e.g. wake up, eat, play).
- Match clock faces to pictures (e.g. 12:00 and lunch).
- Act out parts of the day with props (e.g. toothbrush, bowl, book).

Step 7 - E1

- Use clocks with moveable hands — set times like 9:00, 12:30.
- Draw or stick events in order on a timeline strip.

- I can recall number bonds to 10.
 - I can take away objects from a group when asked to subtract.
 - I can find the difference between two numbers using objects.
 - I can double numbers to five.
 - I can double any number to ten.
- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.

-I can read, write and use decimals to one decimal place.

Entry Level 3

- I can recognise the place value of each digit in a four-digit number.
- I can read and write numbers up to 1,000 in numerals and in words.
- I can compare, order and record numbers using $<$, $>$ and $=$.
- I can read prices up to £999.99.
- I can find 1,000 more or less than a given number.
- I can understand negative numbers in relation to familiar uses.
- I can count on and back from a given three-digit number.
- I can explain the effect of adding or subtracting zero.
- I can add amounts of money to give change, using both £ and p in practical contexts.
- I can subtract amounts of money to give change, using both £ and p in practical contexts.
- I can add and subtract using three-digit whole numbers.
- I can divide three-digit whole numbers by a single digit whole number.
- I can recognise that division is the inverse of multiplication.
- I can round sums of money to the nearest 10p.
- I can approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.
- I can recognise that the numeral on the top of the fraction is the number of parts.

	<ul style="list-style-type: none"> Match analogue and digital times (e.g. 3 o'clock and 3:00). 					
	<p>1:1 Activities</p> <p>Step 3-4</p> <ul style="list-style-type: none"> Use a sand timer during play — "When it's empty, time's up!" Show "morning" vs "night" images and discuss. Use gestures and signs for "later", "now", "finished". <p>Step 5-6</p> <ul style="list-style-type: none"> Match visual clocks to routines (bedtime, lunchtime). Use day/night toys or photos to talk about when things happen. Explore toy clocks and move hands to match activities. <p>Step 7 - E1</p> <ul style="list-style-type: none"> Practise telling time to the hour using toy clocks. Match times to activities (e.g. 7:00 = wake up). Order a daily routine using picture cards. 					<ul style="list-style-type: none"> -I can write the correct fraction in words and symbols. -I can find a fraction of a whole. -I can read price labels expressed as a decimal. -I can recognise .5 as a half. -I can read, write and use decimals up to two decimal places.

‘The Formal Primary Curriculum’

Intent

The Formal Primary curriculum at Five Acre Wood is broad and balanced whilst prioritising the key knowledge, skills and understanding we believe are essential for our pupils to have secured by the time they move onto Key Stage 3. The curriculum ensures that children are able to access learning at a level appropriate to that which is from the pre key stage standards onwards.

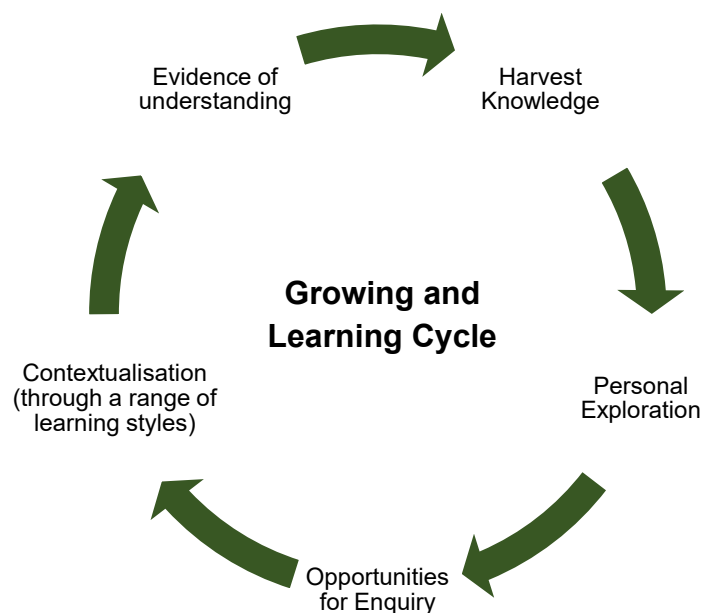
The Formal Primary Curriculum focuses on the key learning outcomes we consider most relevant to our pupils, taking into account their diverse Special Educational Needs. As children join the Learning Approach from a wide range of settings, including mainstream, with diverse levels of prior learning, ability and preparedness for learning, their starting points need to be assessed when they are admitted to set accurate starting points.

The Formal Curriculum end point is the knowledge, skills and understanding we want each pupil to have secured by the time they leave us. When a pupil moves onto the Secondary Formal approach, they will have started to develop their ability to self-reflect, their resilience, co-operation and problem solving skills; as well as acquiring skills, knowledge and understanding as set out in the National Curriculum.

We plan our curriculum in three phases. We decide on a long-term plan for each key stage and this indicates the topics and units that are to be taught in each term. Our curriculum is designed to assess and build on existing knowledge and skills as part of a graduated approach through which we assess, plan, do and review. This also enables us to meet the diverse Special Educational Needs of our learners, as well as to identify and meet any new areas for support. Pupils are encouraged to make connections and see patterns. They are provided with a range of practical opportunities to develop understanding, practice and rehearse skills, respond to questions and, importantly, learn through making mistakes. Pupil progression is built on secure knowledge; the next small step in learning being interwoven with existing knowledge and skills so these are embedded through overlearning.

Implementation

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning. Whilst it is important that our children can apply their knowledge and skills across the curriculum, it is also important that each subject is clearly distinguishable. The curriculum is organised into individual subjects. Each subject plan identifies both the skills and knowledge pupils will learn and how these will progress, build and develop towards the agreed end point in each curriculum subject. Pupils’ progress is assessed and monitored continually and targets are reviewed and updated in response to clear evidence that the learning has been embedded into the pupils’ long-term memory.



‘Curriculum Leaders’ or TLRs collaborate to co-produce overarching topic plans. These plans provide ideas, not instructions and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use topics for interest and motivation
- Give pupils opportunities to practise and generalise their learning
- Allow space and time for pupils to surprise us
- Ensure that learning is always child focused and that planning takes into account individual pupil priorities, learning styles and preferences

The curriculum is designed to support teachers to plan in a developmental and progressive way for our pupils. Teachers plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff teams. Teachers are encouraged to devise learning intentions rather than objectives, as this provides greater scope for process learning and child led surprises or ‘incidental learning’ to occur.

Area of Learning	Strand	Embedded Throughout
Personal, Social and Emotional Development	<ul style="list-style-type: none"> - Citizenship - Careers - PSHE - RE 	Key Skills
Communication, Language and Literacy	<ul style="list-style-type: none"> - English 	
Numeracy, Thinking Skills and Problem Solving	<ul style="list-style-type: none"> - Maths 	
Creative Development	<ul style="list-style-type: none"> - Art and Design - Music - Design and Technology 	Computing
Knowledge and Understanding of the World	<ul style="list-style-type: none"> - History - Geography - RE - Science - ICT 	Communication skills including Makaton (as appropriate)
Physical Development	<ul style="list-style-type: none"> - PE 	

We use a three-year cycle of topics in Key Stage 1 and a four year cycle in Key Stage 2. This is so that the children have a range of exciting and engaging topics to enhance their love of learning. Maths and English in their discrete forms are delivered via a spiral curriculum, which is comprised of continuous as well as ‘topic’ based work. This approach enables pupils to hone in on key priorities as well as to revisit basic ideas repeatedly, gradually building upon them, in line with their personalised needs

Depending on the nature of their needs, some pupils studying at the formal level may require an additional curriculum to address specific aspects of their development, such as:

- Mobility and travel competence
- Independence skills
- Tactile development
- Postural management
- Social and emotional or therapeutic support for their mental health needs
- Understanding of their own special or medical needs
- 1:1 reading
- Speech and language or occupational therapy input

The curriculum is supported and enhanced by planned learning opportunities that are organised in order to promote learning, personal growth and development. These include the range of extra-

curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. Wherever possible cross-curricular links particularly to English, Science and other foundation subjects are planned and taught in line with the topic being taught.

Pupil achievement is recorded in a variety of ways that include pupil workbooks, annotations on lesson plans, academic progress on BSquared and EHCP progress on Evidence for Learning. They are informed by ongoing formative and summative assessment.

Impact

Pupils will leave the Formal Approach as tolerant, respectful and confident young people who are prepared for the next phase of their learning and have developed the emotional resilience to enable them to be successful in the rest of their lives. Our aim is that they will:

- Read with enjoyment and comprehension
- Use and apply mathematical knowledge, concepts and procedures
- Have developed detailed knowledge and skills across the curriculum
- Be ready to transition to the next stage in their education
- Have achieved the best possible outcomes and progressed towards their aspirations for adulthood.

Formal Curriculum – KS2 Curriculum Framework

	Year 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	State of matter – solids, liquids, gases.	Forces – link to history. Forces – separate sessions.	Living things and habitats.	Animal including humans	Plants
Geography	Our school and grounds			Explore Egypt.		Geography of Kent. North downs, sea, dover. (trip)
History		Pirates.	Egyptians		Maidstone (trip)	
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art skills focus – linked to topic.	Exploring and developing ideas/ skills- teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			The great bread bake off – skills focused.			

	Year 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Electricity	Rocks	Animals of the sea/river	Light	Living things and habitats
Geography	School and grounds.		Mountains	Rivers around the World		
History		Tudors			Ww2	Kent how was (Kent affected by ww2) trip – dockyard.
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills, bathroom	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holi	Ramadan	Special places – places of worship.
Art– linked to topic.	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			DT - Let's go fly a kite.			

	Year 3					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Sound	Materials – building a boat – sink and float.	Electricity	Properties of materials including cooking	Habitats
Geography		Kent – link to Roman invasion etc		Europe – countries and capital cities		Rainforests
History	Romans and Celts		Vikings		Aztecs	
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT			DT – Battery operated lights.			

	Year 4					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Getting to know ourselves and each other.	Sound	Senses	Earth and Space		Light
Geography				Volcanoes and Earthquakes	Extreme weather	
History	Britain since 1960 – Music, entertainment, fashion, key events etc		Stone age/Iron age			Myths and legends
PSHE	Getting to know everyone, growth mind-set, behaviour systems, zones if regulation.	Friendships and families, - different families.	Hygiene, independence skills,	Looking after others, life cycles, looking after living things, what you need to survive.	Sex education, looking after ourselves.	Transition.
RE	Diwali	Christmas / Hanukah	Chinese new year	Easter / Holy	Ramadan	Special places – places of worship.
Art	Exploring and developing ideas/ skills – teach skill set then recap each term for each topic.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.	Drawing Painting Sculpture Collage/ textiles. Printing Work of other artists.
DT					DT – Edible garden – skills focused.	

‘The Secondary Snodland Curriculum’

Intent

The Secondary Snodland curriculum at Five Acre Wood is broad and balanced whilst prioritising the key knowledge, skills and understanding we believe are essential for our students to develop a love of learning as well as the key skills necessary to prepare them for being a functional member of society. The curriculum ensures that students achieve learning goals from the pre key stage standards through to Level 2 functional skills curriculum expectations, depending upon pupil need.

The Secondary Snodland curriculum focuses on the key learning outcomes we consider most relevant to our students, taking into account their diverse Special Educational Needs. As students join the school from a wide range of settings with different levels of prior learning, ability and preparedness for learning, their starting points need to be assessed when they are admitted in order to set accurate starting points.

The Secondary Snodland curriculum end point is the knowledge, skills and understanding we want each student to have secured by the time they leave us. When a student moves onto their next phase of education or training, they will have continued to develop their ability to self-reflect, their resilience, co-operation, and problem-solving skills; as well as acquiring skills, knowledge and understanding to achieve attainable formal accreditations.

We plan our curriculum in four different phases:

1. Year 7
2. Year 8 and 9
3. Key Stage 4
4. Practical year 8-11 class who follow a more functional practical approach to learning.

Our Year 7 curriculum builds on skills that have been developed in the Primary Formal Learning Approach. Students begin to work with adults other than their class team as they are grouped according to ability in Maths and English. Although students follow a topic approach, subjects are clearly identified within the long-term plan as separate subjects. (See Appendix 2 for example timetable).

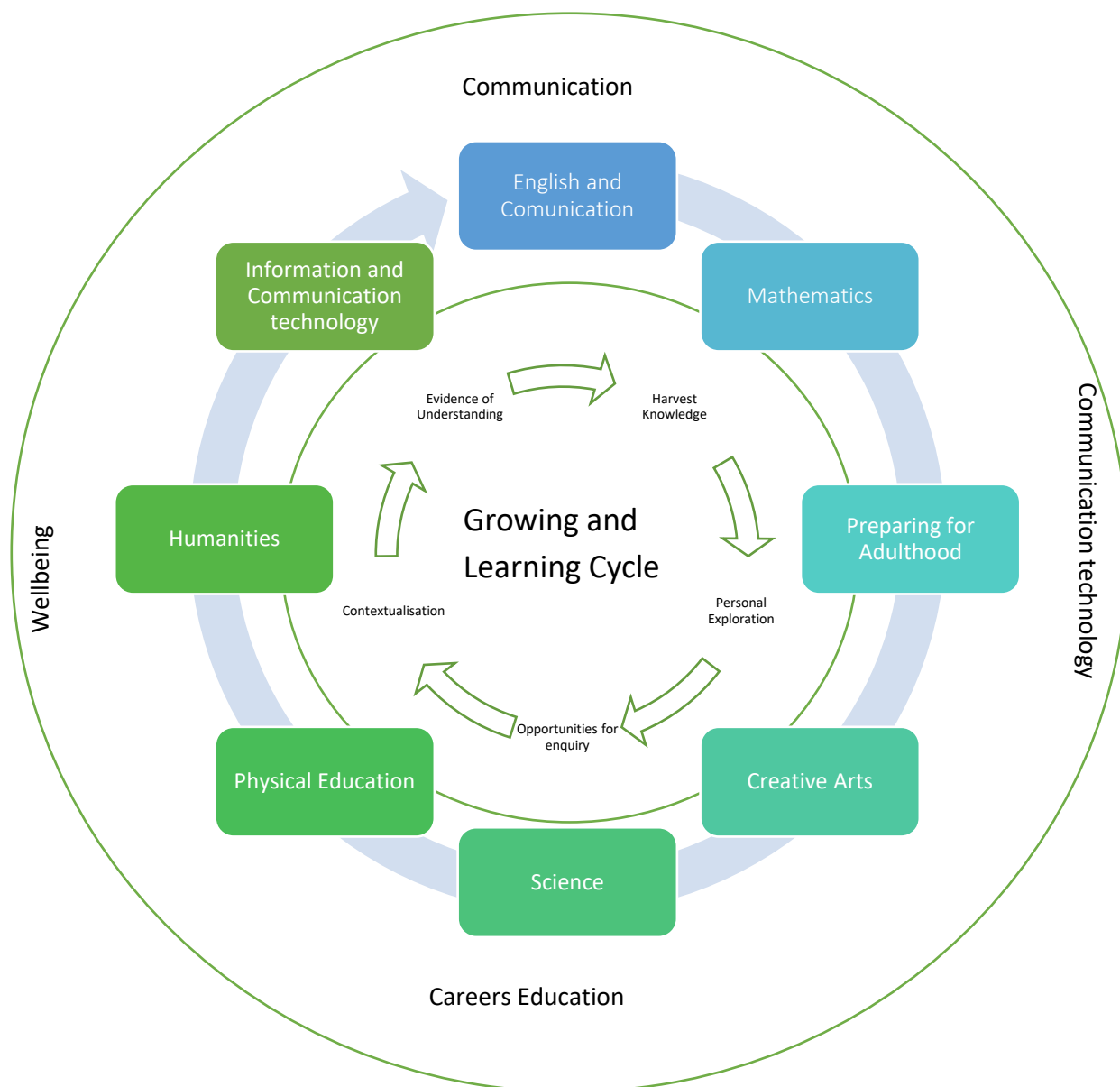
In Year 8 and 9, students follow an adapted secondary model, which builds upon the learning from Year 7. Learners are taught by subject specialist teachers within their form groups, with the exception of English and Maths where they are taught in ability groups.

Our Key Stage 4 curriculum continues to build on the learning from Key Stage 3 with the addition of formal accreditations in a range of subjects including Maths and English and Arts Awards and AQA Unit Awards. Within our Practical year 8-11 class the students are taught within an adapted National Curriculum model focussing on functional skills for life, with their form tutor leading lessons within their own class.

For all students our curriculum is designed to assess and build on existing knowledge and skills as part of a graduated approach through which we assess, plan, do and review. This also enables us to meet the diverse Special Educational Needs of our learners, as well as to identify and meet any new areas for support. Students are encouraged



to make connections and see patterns. They are provided with a range of practical opportunities to develop understanding, practice and rehearse skills, respond to questions and, importantly, learn through making mistakes. Student progression is built on secure knowledge; the next small step in learning being interwoven with existing knowledge and skills so these are embedded through overlearning.



Areas of Learning	Strands
Communication, Language and Literacy	Speaking and Listening Reading Writing
Maths, thinking skills and problem solving	Maths
Creative Arts	Art, Textiles and Design Technology Music Drama
Preparing for Adulthood	PSHE Work Experience Community Involvement Preparation for Further Education, Employment and Volunteering Life Skills, How to lead Healthy lives Independent living skills
Science	Everyday Science
Physical Education	Developing skills and performance Decision making and problem solving Evaluating and Improving Developing physical, social and mental wellbeing
Humanities	Geography History Religious Education
Information and Communication Technology	Education for the Connected World Real World Technology Creative Technology

Implementation

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning. Whilst it is important that our children can apply their knowledge and skills across the curriculum, it is also important that each subject is clearly distinguishable. The curriculum is organised into individual subjects. Each subject plan identifies both the skills and knowledge students will learn and how these will progress, build and develop towards the agreed end point in each curriculum subject. Pupils' progress is assessed and monitored continually and targets are reviewed and updated in response to clear evidence that the learning has been embedded.

The curriculum is planned to ensure that skills and knowledge are built on over the course of Key Stages 3 and 4. The plans provide ideas, not instructions, and they act as the starting point for individual class teachers to then:

- Plan and teach the areas of learning
- Plan to deliver the skills and knowledge needed to ensure students are able to achieve formal accreditations.
- Plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use relevant and topical themes to promote interest and motivation
- Plan topics to prompt thinking and develop skills for options beyond school

- Give students opportunities to practise and generalise their learning
- Allow space and time for students to think and plan their responses
- Ensure that learning promotes independence and a greater interest in the world around them
- Ensure that British values are embedded throughout the curriculum
- Embed the Principles of Nurture throughout all aspects of learning

The curriculum is designed to support teachers to plan in a developmental and progressive way for our students. Teachers plan thoroughly to not only ensure that day-to-day learning activities feed into long term goals but also to provide a framework for communication with their staff team.

Depending on the nature of their needs, some students studying at Secondary Snodland may require an additional curriculum to address specific aspects of their development, such as:

- Mobility and travel competence
- Tactile development
- Postural management
- Social and emotional or therapeutic support for their mental health needs
- Understanding of their own special or medical needs
- More vocational, hands on learning opportunities
- Speech and language or occupational therapy input
- Use of bespoke technology support to meet individual targets e.g. VI, HI
- Targeted support through the Principles of Nurture
- Individual support for personal care
- Use of bespoke learning supports for individual pupils e.g. TEACCH, SCERTS

The curriculum is supported and enhanced by planned learning opportunities that are organised in order to promote learning, personal growth and development. These include the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Wherever possible, cross-curricular links particularly to English and Maths are planned and taught in line to ensure students understand that subjects do not stand in isolation.

Student achievement is recorded in a variety of ways that include formal accreditation, student workbooks, annotations on lesson plans, academic progress on BSquared and Evidence for learning. EHCP progress is recorded on Evidence for Learning. This is informed by ongoing formative and summative assessment.

Impact

Students will leave the Secondary Snodland as tolerant, respectful and confident young people who are prepared for the next phase of their learning and have developed the emotional resilience to enable them to be successful in the rest of their lives. Our aim is that they will:

- Read for pleasure and functionality to enable them to access all areas of life
- Use and apply mathematical knowledge, concepts and procedures to everyday life
- Have developed detailed knowledge and skills across the curriculum
- Be ready to transition to the next stage in their education
- To be able to recognise when they need help and know where to obtain it from

- Have achieved the best possible outcomes and progressed towards their aspirations for adulthood.

IMPACT

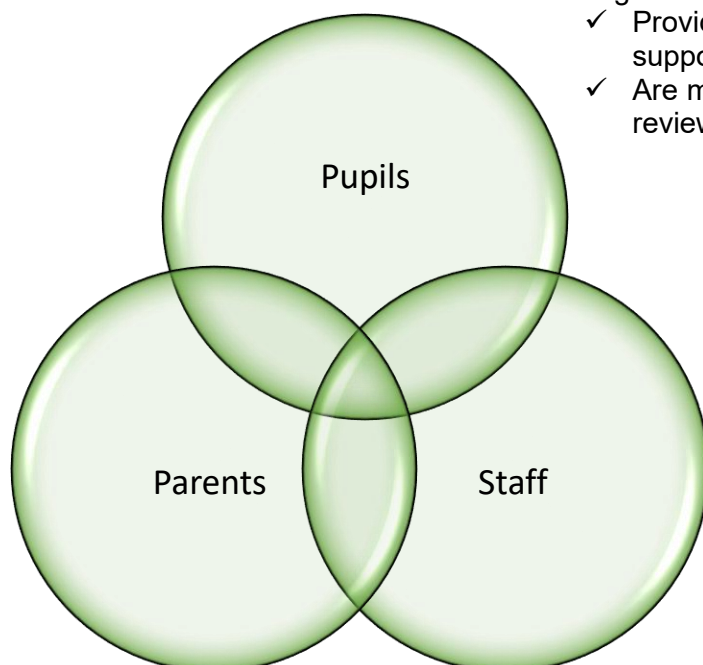
6. Assessment Of Learning – A ‘Basket Of Indicators’ Approach

Assessment at Five Acre Wood School is based upon the following core aims and principles:

Aims

For pupils to benefit from processes which:

- ✓ Enable them to know what they are doing and what they need to do to improve (within the context of their needs)
- ✓ Accurately identify and monitor their progress
- ✓ Highlight strengths and challenges, as well as intervention strategies
 - ✓ Raise the expectation of success and celebrate a broad range of achievement
 - ✓ Provide robust and reliable information to support progression in learning
 - ✓ Are motivating and actively involve pupils in review and target setting



For staff to benefit from procedures which:

- ✓ Are based on clear and shared criteria
- ✓ Are manageable, sustainable, consistent and useful
- ✓ Meet statutory requirements
- ✓ Paint a compelling picture of pupil progress and achievement
- ✓ Yield robust and reliable assessments
- ✓ Equip them to make well-informed judgements and improvement plans

For parents and carers to benefit from practices which:

- ✓ Highlights their child's success and progress, identified areas of need and suggests how these can be addressed through home / school partnership
- ✓ Provide them with opportunities to review and discuss their child's learning targets
- ✓ Involve them in formulating and helping to meet their child's learning targets
- ✓ Ensure information about their child is detailed specific and accessible

Principles – Achievement and Progress for All

Key Principles:

- The main purpose of assessing a learner is to enable them to make the best possible progress in the development of their skills, knowledge and understanding.
- The learner is at the centre of the assessment process.
- The learner must be actively involved in the assessment process.
- The focus should be placed on learner's diverse abilities, rather than their disabilities.
- Assessment should be process-based and consider the relationship between the learner and their environment.
- Assessment must capture an accurate picture of the 'whole' learner, using a dynamic range of (linear and lateral) means.
- Assessment should involve the identification of emerging skills, knowledge and understanding, and support this emergence with suggested interventions.
- Assessment relies on high quality communication, relationships and partnership work.
- Assessment processes should be robust, underpinned by externally moderated processes and reflect high expectations.
- Evidence of understanding should be sought, which should in turn clarify priorities for future learning.

Developed with reference to Quest For Learning (2006)

Working in concert with our multi-dimensional, 'flowing' curriculum framework, our learners' achievements are celebrated within a dynamic structure which synthesises a wide breadth of assessments or measurements of progress, so as to reflect their diversity and holistically meet their very specific and highly personalised needs, rather than simply *"trying to fit them into an existing framework not developed with these needs in mind"* (Routes For Learning, 2006). Certainly, Barber and Goldbart (1998) maintain that *"for those individuals who consistently fail to show measurable progress on conventional assessments, a different model of progress is required."*

Within this context the concepts of assessment and achievement are undoubtedly entwined, as it can be difficult to identify achievement without some form of assessment having taken place. However, our approach is born very much out of the resolute belief that, given the complex needs of our learners, they may arguably not follow a 'normal' hierarchical, linear pattern of development, irrespective of how many 'small steps' are provided (Quest For Learning, 2006). This was also recognised by the recent Rochford Review (Standards & Testing Agency, 2016)

Despite the significant barriers they may however face, our learners are all capable of making progress, developing a range of skills and experiencing achievement: we are therefore passionate about creating a climate and ethos of achievement where the growth and development of all of our learners can be nurtured, ‘well rounded’ success celebrated and potential fulfilled. This far reaching understanding of achievement and progress transcends far beyond mere traditional ‘academic attainment’, so as to embrace factors such as ‘engagement’, ‘readiness to learn’ and ‘behaviour’.

It is our unique challenge as special educators to establish the optimal and manageable means by which each and every such learning achievement, however subtle, can be captured and marked, and to create responsive ‘learner centred’ instruments that not only *“suit the people whose abilities are being measured”* (Barber and Goldbart, 1998), but that can simultaneously be used to establish high expectations and suitable degrees of challenge. This view is partially echoed by Wolfe-Schein (1998) who maintained that –

“It is important that individuals working with children who are severely disabled are given tools that enable them to address the relevant features of the child’s behaviour...unique abilities and patterns of growth.”

Careful consideration of the rubric contained within key National Guidelines, coupled with a detailed examination of a series of current influential documents and reports, serves to not only herald the right to flex the might of our ‘basket of indicators’ philosophy. Indeed, the Department For Education (2010) emphasises that *Schools should use “a basket of indicators” when evaluating past performance or setting meaningful, ambitious targets*” (page 20). In a similar vein, OFSTED subsidiary guidance (2014) highlights the fact that judgements regarding the achievements of pupils who have levels of attainment below those expected for their age should be based upon *“an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school”* (paragraph 52).


Pupils’ achievements are recorded electronically via BSquared Connecting Steps and Evidence for Learning.


BSquared is derivative of statutory curriculum guidance including: the Characteristics of Effective Learning, Pre-Key Stage Standards and National Curriculum Stages (see Appendices 3a-c). Influence is also drawn from other documents, such as the engagement model. These frameworks have been broken down into key stages, providing sequential learning steps for staff and identifying where pupils have made smaller steps of progress across a subject or learning area that they will be working within for an extended time period. Teachers and Senior Teaching Assistants update logs to show where progress has been made, as and when applicable, e.g. after a unit of work. However it is expected that these are reviewed at least on a termly basis. At the end of each term Teachers make a summative judgement on BSquared about each pupil’s progress. These judgements are used for data capture and analysis at the beginning of each new term and form part of the regular pupil progress meetings held between teachers and the senior leadership team. Pupils are monitored against expected rates of progress in line with KSENT target setting algorithm.


Evidence for Learning is used as a way of measuring and documenting progress against a learner's provision plan targets, as drawn upon from outcomes set out in the Education Health Care Plan document.


These targets are reviewed three times a year as part of 'Parent Consultation' meetings, where parents are invited to collaborate with teachers in the review of their young person's mid term targets with a view to update these as part of the process of working towards achieving the annual goal. Evidence for Learning allows for teachers and Senior Teaching Assistants to type comments stating how the pupil / student has achieved the selected statement / objective. There is also provision for photos of work and scanned worksheets to be uploaded as part of this evidence base. (For example assessments and recording in relation to pupil provision plan, please see Appendices 4a and 4b).


Alongside assessments made against these descriptors, our different curricula use a range of alternative assessment processes, in accordance with the identified needs of individual pupils, as a means of capturing a full picture of their progress. These measures are identified in the table overleaf.


EYFS 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Early Steps framework (bSquared)	Characteristics of Effective Learning (Evidence for Learning)
Additional Indicators: <ul style="list-style-type: none"> • therapy targets • SCERTS framework • MOVE targets • the engagement model • Boxall profile • Phonics assessments 		

Sensory 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Engagement Steps framework (bSquared), the engagement model	Personal Progress (ASDAN) – pupils age 14+
Additional Indicators: <ul style="list-style-type: none"> • therapy targets • SCERTS framework • MOVE targets • Routes for Learning (2022) 		

Practical 			
Core Indicators			
EHCP targets/ Provision Plan targets (Efl)	Steps 4 Life framework (bSquared)	Life Skills Challenge (ASDAN) – pupils age 14+	Phonics assessments (all primary)
Additional Indicators: <ul style="list-style-type: none"> • therapy targets • SCERTS framework • MOVE targets • Readiness for learning framework • See and Learn reading programme • Boxall profile ('Nurture' classes) 			

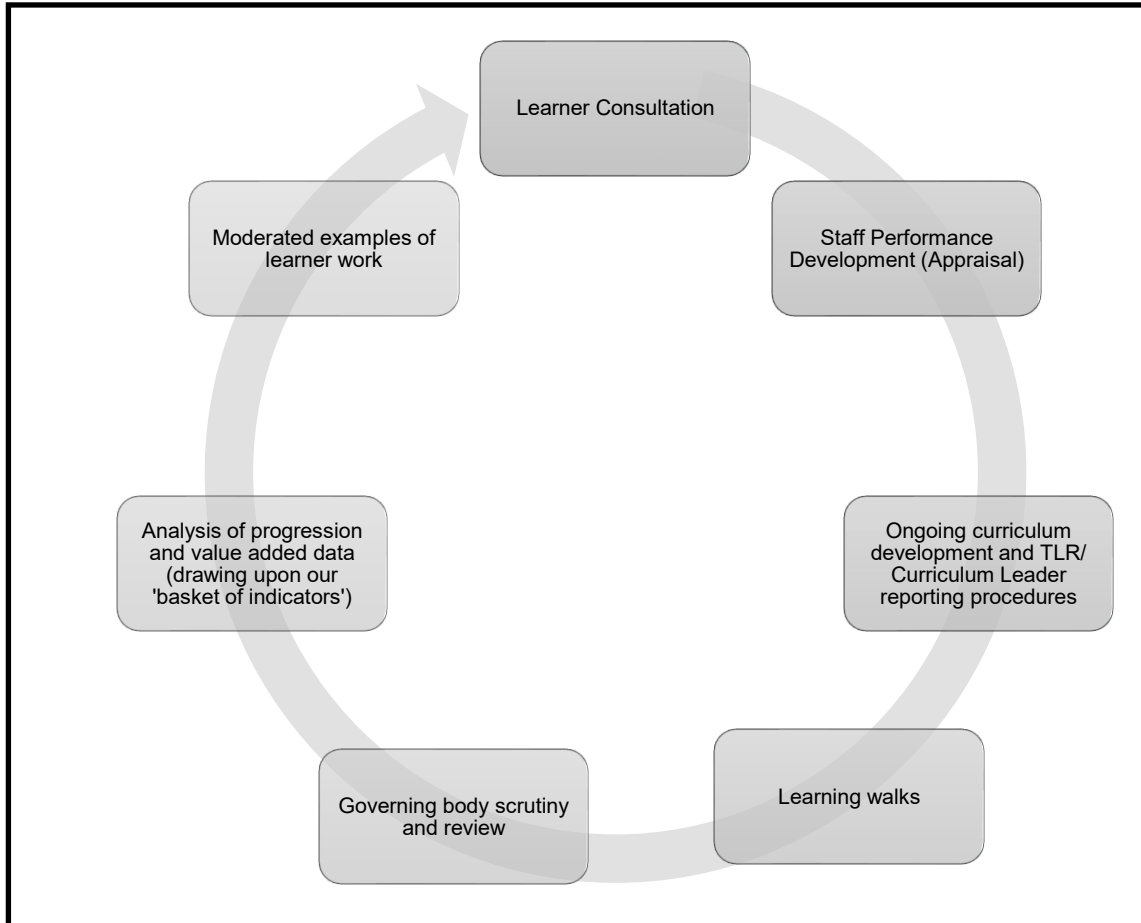
Structured 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)	Steps 4 Life framework (bSquared)	SCERTS framework
Additional Indicators: <ul style="list-style-type: none"> therapy targets the engagement model Phonics assessments 		

Formal 		
Core Indicators		
EHCP targets/ Provision Plan targets (Evidence for Learning)		
Progression Steps framework (Key Stages 1-3, bSquared)	Phonics assessments (Key Stages 1 and 2)	White Rose Numeracy (Key Stages 1-3)
Steps 4 Life framework (Key Stage 4, bSquared)	Vocational Studies, Home Cooking BTEC (Key Stage 4)	Artsmark (Key Stage 4)
Additional Indicators: <ul style="list-style-type: none"> therapy targets SCERTS framework MOVE targets Phonics assessments (Key Stage 3 onwards) Boxall profile Strengths and Difficulties Questionnaire (SDQ) Salford Sentence Reading test British Picture Vocabulary Scale (BPVS) 		

Functional 	
Core Indicators	
EHCP targets/ Provision Plan targets (Evidence for Learning)	Skills Builder Partnership (Evidence for Learning)
Additional Indicators: <ul style="list-style-type: none"> ASDAN Personal Progress Diploma - Entry Level 1 Functional skills – City and Guilds English & Maths – Entry 1, 2, 3 and Levels 1 and 2 Food Technology - BTEC Home Cooking Skills at Level 1 or/and 2 BTEC – <i>(subject to review based on pupil interest)</i> Level 1 intro Sport, Level 1 intro Business, Level 1 intro Art and Design, Level 1 intro Land Based Studies (Animal Care) Level 1 intro Land Based Studies (Site Maintenance), Level 1 intro Vocational Studies 	

7. Monitoring And Evaluating Curricular Impact

Our curriculum is monitored and evaluated, to ensure that it is 'working', through the following stringent processes:



Appendix 1 – Example Engagement Profile

Pupil T: Engagement Model Profile

Date: June 2024

Supports (as per provision plan):






I learn best when I have a good relationship with the adult who is supporting me. When adults are new to me I can be quite shy and reluctant to engage. I communicate best during play activities where there is less demand. I engage best in learning tasks when working 1:1 with an adult in a space with minimal distractions. I find it hard to communicate when something is wrong and can get upset if I am hungry/ uncomfortable. Adults should be aware of my personal care and physical needs during the day and make sure that I am offered food/ drink/ toilet at regular intervals. Adults should support me to develop my communication skills so that I begin to communicate my needs more independently. Adults at home and school should stay in regular contact about my needs as I cannot say how I have been at home/ school. Adults supporting me should be aware of strategies outlined in my Personal Support Plan (to support me with my behaviour) and all use these consistently.

pupil photo

How engagement looks for me

Exploration	I may bring an object closer to my face and hold it to my ear. I may shake/ flap it or tap it on the table to explore the visual or auditory effect. I am most motivated by bubbles and paint and prefer to engage using my hands/ sense of touch, followed by hearing then sight.
Realisation	When I have found a preferred or familiar resource, I may point at it, making fixed eye contact. Sometimes I will name it and sometimes I will take it to an adult. I can use some items for their deigned purpose, such as a fork and pencil, though these skills need refining.
Anticipation	I start to giggle when an adult says 'ready, steady' for the third or fourth time as part of a sensory cause and effect game. I am motivated by food and when I see objects relating to mealtimes start to come out, I will frequently direct my gaze to the food preparation area. I respond well to songs attached to the routine to prompt me what is coming next.
Persistence	I can engage with repetitive play for long periods of time. I am often distracted by my food containers at mealtimes, but will continue to go back to my food. If I want to communicate a simple word or show an adult a resource, I will pursue them for up to a minute until they respond.
Initiation	If I see something that I am excited by, such as bubbles, I may point these out to an adult to request that they say 'bubbles'; at times I approach an adult and say simple words (out of context). After this I will return to self-absorbed play. I will independently move towards a motivating sensory activity and engage for up to three minutes. I will look towards an adult if I have hurt myself. I require consistent verbal and physical prompts to carry out simple routines.

Useful adult recording prompts

Exploration 	How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate then to pay attention?
Realisation 	How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?
Anticipation 	Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupils understanding of cause and effect?
Persistence 	Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are the maintaining engagement in an activity?
Initiation 	How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?

Appendix 2 – Year 7 Timetable

Timetable 2024-25

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-9.30	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches	Come into class Settling/ resources out Register & lunches
9.30-10.00	PP time- EHCP targets- C & L- literacy	PP time- EHCP targets- C & L maths	PP time- EHCP targets SEMH- wellbeing	Library- PP time reading	PP time- EHCP targets C & L- Speaking & listening
10.00-10.10	Snack time	Snack time	Snack time	Snack time	Snack time
10.10-11.00	Maths	Maths	Maths	Maths	PE
11.00-11.10	Playtime	Playtime	Playtime	Playtime	Playtime
11.10-11.50	English	English	English	English	Maths
11.50-12.00	Walk to Snodland	Walk to Snodland	Walk to Snodland	Walk to Snodland	Walk to Snodland
12.00-12.20	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
12.20-12.55	Play time	Play time	Play time	Play time	Play time
12.55-1.10	Walk to St Kath's Register	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches	Walk to St Kath's Register & lunches
1.10-1.30	PP time- reading	PP time- careers	PP time- handwriting	PP time- ICT- touch typing	PP time- reading
1.30-2.15	Topic	Science	PSHE/ RE	ICT	Photo diaries
2.15-2.25	2-3 swim	Movement break	Movement break	ICT	Movement break
2.25-3.00		Listen & do task	Art/DT		Reward time
3.00-3.10	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books	Daily reflection- contact books
3.10-3.15	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
3.15	Home	Home	Home	Home	Home

Appendix 3a – example BSquared assessment Early Steps Framework > Communication and Language

Individual Assessment

17 Jul 2025 - Communication & Language - Communication & Language - Level: 8
- / - Start Date: 20 May 2025 / Progress: 27%

Five Acre Wood School

Listening & Attention

- | | | |
|---|--|--|
| <input checked="" type="radio"/> G Accepts suggestions from peers | <input type="radio"/> Listens in staff-led discussion | <input checked="" type="radio"/> G Recognises when something is wrong (calling a dog a cat) |
| <input checked="" type="radio"/> M Answers a simple question about the story giving a single word answer | <input checked="" type="radio"/> G Listens to a member of staff who is offering a choice | <input checked="" type="radio"/> G Remains quiet whilst a member of staff gives instruction |
| <input checked="" type="radio"/> G Asks a question about a narrative | <input checked="" type="radio"/> M Listens to short narratives which are of interest to them | <input checked="" type="radio"/> M Repeats short, simple, and repetitive rhymes |
| <input checked="" type="radio"/> M Completes a familiar phrase when a member of staff communicates part of it | <input checked="" type="radio"/> G Listens to talk with interest but becomes easily distracted | <input checked="" type="radio"/> M Responds to familiar people in one-to-one discussions about a range of familiar contexts |
| <input checked="" type="radio"/> M Completes simple actions that have been requested, e.g. stand up | <input type="radio"/> Makes it clear they agree with a suggestion | <input checked="" type="radio"/> M Responds with their own name in response to "Who wants ...?" |
| <input checked="" type="radio"/> M Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration | <input type="radio"/> Makes it clear they do not agree with a suggestion | <input checked="" type="radio"/> M Shows interest in a narrative/story by asking for it again or continuing a conversation about it |
| <input checked="" type="radio"/> M Demonstrates pleasure in finding objects in picture books which relate to questions | <input type="radio"/> Makes it clear they need more information or clarification | <input checked="" type="radio"/> M Smiles or laughs in response to something funny |
| <input checked="" type="radio"/> E Follows a short verbal account of texts/symbols/pictures | <input type="radio"/> Makes predictions in familiar narratives | <input checked="" type="radio"/> M Understands a simple story when it is supported with pictures |
| <input checked="" type="radio"/> E Follows instructions containing an adjective, e.g. give the big box to Tom | <input type="radio"/> Picks out key events in a narrative | <input checked="" type="radio"/> E Understands concepts of over, under, in and on |
| <input checked="" type="radio"/> M Follows two-step instructions, e.g. get your cup, and bring it here | <input checked="" type="radio"/> G Picks out key people in a narrative | <input checked="" type="radio"/> E Uses symbols/pictures to retell a narrative |
| <input checked="" type="radio"/> E Listens for the answers to questions | <input checked="" type="radio"/> G Picks out symbols/pictures that relate to a narrative they have heard | <input checked="" type="radio"/> E Babies, toddlers and young children will be learning to listen to simple stories and understand what is happening, with the help of the pictures. [DM 2021] |
| | <input checked="" type="radio"/> G Puts pictures/symbols of a narrative in order | |

Speaking

- | | | |
|---|---|---|
| <input checked="" type="radio"/> E Asks questions, raising intonation at the end of the sentence or phrase | <input type="radio"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | <input checked="" type="radio"/> A Responds to something new with questions |
| <input checked="" type="radio"/> M Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc | <input type="radio"/> Copies new words, repeating them over and over | <input checked="" type="radio"/> G Shows enjoyment in saying a new word |
| <input checked="" type="radio"/> M Communicates about their needs, e.g. hunger, thirst, toilet, etc. | <input checked="" type="radio"/> E Describes an object they have in their hand, giving more than one property | <input type="radio"/> Takes part in a simple staff-led discussion in which they can express their views |
| <input checked="" type="radio"/> A Communicates basic expectations to their friends, e.g. "You should share your toy with me" | <input type="radio"/> Expresses phrases starting with "I am going to..." | <input type="radio"/> Uses facial expression to enhance meaning |
| <input checked="" type="radio"/> A Communicates clearly 80% of the time | <input type="radio"/> Expresses phrases with three key words | <input type="radio"/> Uses facial expression when speaking |
| <input checked="" type="radio"/> A Communicates possession through the use of the terms 'yours' and 'mine' | <input checked="" type="radio"/> A Expresses simple opinions, e.g. too hot, or too loud, etc. | Is still learning to pronounce: [DM 2021] |
| <input checked="" type="radio"/> A Communicates two words, signs, or symbols together | <input type="radio"/> Expresses simple prepositions correctly | <input checked="" type="radio"/> G -l/r/w/y |
| <input checked="" type="radio"/> A Communicates using descriptive language, e.g. I want the big box | <input type="radio"/> Includes intonation, pitch and changing volume when 'talking' | <input checked="" type="radio"/> G -f/th |
| <input checked="" type="radio"/> M Communicates using positional language, e.g. the ball is in the box | <input type="radio"/> Indicates needs with words, signs, or symbols like 'more' and 'again' | <input checked="" type="radio"/> G -s/sh/ch/dz/j |
| <input checked="" type="radio"/> M Communicates using temporal language, e.g. I play later? | <input type="radio"/> Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her" | <input checked="" type="radio"/> G -multi-syllabic words such as 'banana' and 'computer' |
| | <input type="radio"/> Requests information about a new activity/object/event | <input checked="" type="radio"/> G Babies, toddlers and young children will be learning to use the speech sounds: p, b, m, w. [DM 2021] |

Appendix 3b – example BSquared assessment

























Engagement Steps Framework > Self and Emotions > Awareness

Individual Assessment

Five Acre Wood School

17 Jul 2025 - [REDACTED] - Self and Emotions - Awareness - Engagement Step 5 - / - Start Date: 28 Jan 2025 / Progress: 38%

Awareness

- | | | |
|---|---|---|
|  Expresses happiness with another person |  Acts confidently near familiar members of staff |  Responds to criticism |
|  Expresses pleasure at their work |  Communicates what is special or important to them |  Shows frustration at unexpected occurrences |
|  Expresses their independence by confidently exploring new surroundings when playing |  Demands constant mothering |  Shows intense mood swings, from dependence to independence, eagerness to irritation, co-operation to resistance |
|  Smiles when in the pool |  Demonstrates an awareness of other people's feelings |  Tries to establish themselves as a member of a social group |
|  'Asks' for help when frustrated |  Demonstrates an understanding of their own individuality |  Not overly distracted by another person playing/being close by |
|  Expresses anger at another person |  Demonstrates concern for a peer |  Plays alone near familiar member of staff |
|  Throws objects in frustration when angry |  Demonstrates social emotions, e.g. sympathy for someone who is hurt |  Reacts to an audience |
|  Responds to praise by repeating an action |  Reacts to others, showing jealousy when members of staff give attention to others |  Responds to a peer |

Appendix 3c – example BSquared assessment

Steps 4 Life > Mathematics > Using Number & the Number System

Individual Assessment

Five Acre Wood School

17 Jul 2025 - [REDACTED] Mathematics - Using Numbers & the Number System - Entry 1 - / - Start

Date: 11 Feb 2024 / Progress: 52%

Whole Numbers

- | | | |
|--|---|---|
| <input checked="" type="radio"/> Matches numerals to 20 | <input checked="" type="radio"/> Identifies missing numbers on a number line to 20 | <input checked="" type="radio"/> Combines two equal groups to find the total |
| <input checked="" type="radio"/> Reads names of numbers to ten | <input type="radio"/> Counts forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identifies a number that is one more or one less than a given number | <input type="radio"/> Solves one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ |
| <input checked="" type="radio"/> Reads and writes numbers in numerals from 0 to 9 (PKSS) | <input type="radio"/> Gives an empty set a value of none or 0 | <input type="radio"/> Finds the difference between two numbers using objects |
| Reads numbers from 1 to 20: | <input type="radio"/> Counts objects that cannot be touched to 20 | <input type="radio"/> Adds numbers which total up to 20, and subtracts numbers from numbers up to 20 |
| <input checked="" type="radio"/> - in numerals | <input checked="" type="radio"/> Counts an irregular arrangement of up to 20 objects | <input checked="" type="radio"/> Demonstrates an understanding of the mathematical symbols of add, subtract, and equal to (PKSS) |
| <input type="radio"/> - in words | <input checked="" type="radio"/> Uses whole numbers to count up to 20 items including zero | <input checked="" type="radio"/> Recognises and interprets the symbols +, - and = appropriately |
| <input checked="" type="radio"/> Writes the numbers to 20 in words | <input checked="" type="radio"/> Demonstrates an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away (PKSS) | <input type="radio"/> Demonstrates an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) (PKSS) |
| Writes numbers from 1 to 20: | <input type="radio"/> Demonstrates an understanding that the total number of objects changes when objects are added or taken away (PKSS) | <input type="radio"/> Demonstrates an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) (PKSS) |
| <input checked="" type="radio"/> - in numerals | <input checked="" type="radio"/> Solves number problems involving the addition and subtraction of single-digit numbers up to 10 (PKSS) | <input checked="" type="radio"/> Creates groups of small quantities, e.g. sharing ten into a group of five, three and two |
| <input type="radio"/> - in words | <input type="radio"/> Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) (PKSS) | <input checked="" type="radio"/> Understands and uses a range of simple vocabulary associated with division |
| <input type="radio"/> Writes their bank account number | <input type="radio"/> Recalls at least four of the six number bonds for 10 and reasons about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) (PKSS) | <input type="radio"/> Understands and uses a range of simple vocabulary associated with multiplication |
| <input checked="" type="radio"/> Orders numerals to 10 consistently | <input type="radio"/> Recalls number bonds to 10 | <input type="radio"/> Matches ordinal numbers to cardinal numbers |
| <input checked="" type="radio"/> Orders numerals to 20 consistently | <input checked="" type="radio"/> Takes objects away from a group when asked to subtract | <input type="radio"/> Doubles numbers to five |
| <input checked="" type="radio"/> Orders quantities to 20 consistently | | <input checked="" type="radio"/> Doubles any number to ten |
| <input checked="" type="radio"/> Compares two groups using counting | | |
| <input checked="" type="radio"/> Places three non-sequential numbers up to 20 in order | | |
| <input checked="" type="radio"/> Presses the correct numerical code on a vending machine | | |
| <input type="radio"/> Enters numbers into a calculator to 20 | | |
| <input type="radio"/> Reads, writes, orders and compares numbers up to 20 | | |

Fractions, Decimals, Percentages

- ☐ Recognises, finds, and names a half as one of two equal parts of an object, shape, or quantity

Solving Mathematical Problems & Decision Making

- | | |
|---|---|
| <input checked="" type="radio"/> Uses given mathematical information and recognises and uses simple mathematical terms appropriate to Entry Level 1 | <input type="radio"/> Provides a simple explanation for their results |
| <input type="radio"/> Uses the methods given at Entry Level 1 to produce, check and present results that make sense | |

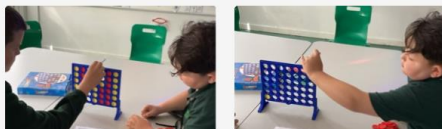
Appendix 4a – example Provision Plan

<div> <div></div> <div>Provision Plan 24/25</div> <div>Created Dec 2024</div> </div>		
Items	Personal Progress Achievement Continuum	Evidence Count
Cognition and Learning		5
Literacy EHCP Long Term Target : By the end of Key Stage 4, [redacted] will be able to independently form and link sentences to create paragraphs to be able to express herself in a written way so she can develop functional literacy skills.		1
EHCP Annual Target: By the next annual review [redacted] will be able to independently link two sentences together during writing or typing activities.		1
Intervention: [redacted] will use colourful semantics and sentence building cards to support her to form her sentences. She will use a connectives prompt to help her combine her sentences together.		1
Target 1: For [redacted] to form at least two sentences during weekend news and beginning to connect them with support. [redacted] can now make two sentences during weekend news with the support of a colourful semantics board and vocab prompts. She can also make sentences during literacy activities when scaffolded. With prompting [redacted] can use connectives that are written on a whiteboard when she is reminded of her target.	8	1
Intervention: [redacted] will use colourful semantics and sentence building cards to support her to form her sentences. She will use a connectives prompt to help her combine her sentences together.		
Target 2: TBC For [redacted] to independently link two sentences using a connective (e.g., "and" or "because") during a writing or typing task with visual support.	8	
Intervention: [redacted] will use colourful semantics and sentence building cards to support her to form her sentences. She will use a connectives prompt to help her combine her sentences together.		
Target 3: TBC For [redacted] to independently link two sentences using a connective (e.g., "and" or "because") during a writing or typing task with visual support and focusing on forming letters correctly.	4	
Numeracy EHCP Long Term Target: By the end of Key Stage 4, [redacted] will be able to independently make amounts to £5 when working with a range of coins so she can access the community with confidence.		4
EHCP Annual Target: By the next annual review [redacted] will be able to add coins together to make £1. Initially working with 1p's to make amounts to 20p and working her way up.		4
Intervention: [redacted] will have access to a range of manipulatives include coins. She will also practice using a number line and eventually a 100square to support.		4

Appendix 4b – example assessment using Evidence for Learning

Date: Wed 11th Jun 2025

Photo(s) / Video(s)



Comments: [redacted] checked his schedule for group work; he took his symbol and placed it on the baseboard. [redacted] was prompted by an adult to choose a peer to play a game with. [redacted] was shown pictures of his peers and [redacted] choose his peer and sat down to play connect 4. [redacted] then was prompted to choose a coloured counter he wanted to play connect 4 with, [redacted] chose red, [redacted] and the peer then took it in turns and waited for each other to finish their turn before going again. The game lasted around 3 minutes before it came to a natural end. [redacted] then checked his schedule again and went outside.

Frameworks:

[redacted] provision plan 23/24

> Social, Emotional and Mental Health > Outcome: > by the next annual review Rueben will be able to actively participate in a small group activity, sharing space with familiar peers at least once a day for three out of five days across the school week. > Intervention: group work leisure turn taking
>> Target: I will be able to choose a peer to play a turn taking game with and engage with the game until it comes to a natural end, twice a week.

1 SCERTS

- > Language Partner > Organisation > Using task materials productively in activities
 - >> SU3.2/3 Uses a variety of familiar objects conventionally
 - >> SU3.4 Combines a variety of actions with objects in play (e.g. sequencing steps of task… scissors then glue)
- > Language Partner > Organisation > Independently collecting materials to use in a task or activity
 - >> JA4.1 Requests objects (e.g. I need…)
 - >> SU2.1 Follows situational and gestural cues in familiar and unfamiliar activities to collect materials needed for activities
 - >> SR3.4 Uses language modelled by partners to regulate arousal (e.g. follows a to-do list)
- > Language Partner > Spontaneous Communication > Directing communication at another person (intentions: the why of communication)
 - >> JA5.3 Takes turns
- > Language Partner > Social Connectedness > Collaborating effectively through reciprocity and taking turns
 - >> JA5.3 Takes turns
- > Language Partner > Social Connectedness > Responding to a communication partner when they make a bid for attention
 - >> SU6.1 Responds to own name
 - >> SU 6.2 Responds to a variety of familiar words and phrases
 - >> SU6.4 Understands a variety of words without contextual cues (action, modifier, wh word)
- > Language Partner > Emotional Regulation > Self-Regulation: Using coping strategies when activities become challenging
 - >> SR1.7 Persists with tasks with reasonable demands
 - >> SR2.2 Uses behavioural strategies modelled by partners to regulate arousal level
- > Language Partner > Flexibility > Being flexible when asked to change location
 - >> SU2.1 Follows situational cues and gestural cues in familiar and unfamiliar activities
 - >> SU2.3 Follows instructions with visual cues (photographs and pictures)
 - >> SR4.6 Uses language strategies to regulate arousal level in transitions (e.g. following a timetable)
- > Language Partner > Flexibility > Being flexible when asked to change an activity, task or materials
 - >> SU2.1 Follows situational cues and gestural cues in familiar and unfamiliar activities
 - >> SU2.3 Follows instructions with visual cues (photographs and pictures)
 - >> SR4.4 Uses language strategies to regulate arousal level in new /changing situations (e.g. to-do list)

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