



**The Ribble Autism School**

**Curriculum Policy Booklet**

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# Introduction

The Ribble Autism School is an independent specialist school for boys and girls aged 4 to 11 years who have mild, moderate and severe autism and associated complex learning needs, challenging behaviour and/or associated anxiety.

Our school offers a warm and welcoming environment where a positive education allows all pupils to experience success. Our ethos is the belief that a positive, supportive and achieving culture is essential for creating an outstanding school that meets the needs of young people who have previously had negative school experiences. We believe pupils need an understanding environment in which to rediscover success, self-belief and re-engage with learning.

At The Ribble Autism School, we provide a day school. All of the pupils referred to the school require an Education Health & Care Plan.

The school is located in a refurbished building close to local shops and amenities in the Lostock Hall area of Lancashire. The environment helps to create a calm and restful location for pupils with autism, who may experience challenging behaviours and associated anxieties. Our school offers highly individualised curriculums and learning environments, often including individual classrooms, small group rooms larger classrooms and a sensory/light room.

Our school enables pupils with autism to:

- Learn how to manage their behaviour and cope with anxieties
- Access a positive educational experience
- Develop strategies to manage everyday living
- Develop independence, social and communication skills
- Become empowered to make their own appropriate choices in life

# Curriculum Pedagogy

At The Ribble Autism School we offer a coherently planned curriculum; this is underpinned by a therapeutic approach and offers a balance of teacher led and enquiry-based learning. We have a strong ethos on developing speech, language and communication skills; we value pupil voice and provide a curriculum which promotes oracy skills.

There are woven opportunities for personal development and preparation for adulthood. There are exceptionally high aspirations for all of our pupils and these aspirations can be achieved through the construction of a bespoke curriculum, one which is inclusive of pupil's interests, that promotes individualised independence and problem-solving skills, yet nurtures creative thinkers and inspires passive learning.

## Intent

### a) Curriculum objectives

At The Ribble Autism School, we provide the following:

- A broad and balanced education for all pupils - coherently planned to meet the highly individual needs of all our learners. For pupils who are able to access some independent learning (even with a high level of support), this education is based upon either engagement framework, Early Years Foundation Stage and National Curriculum (year 1—6), Social Communication Emotional Regulation Transactional Support (SCERTS) and accredited courses.
- A curriculum that is continuously evolving to address the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and individual timetables.
- A therapeutic curriculum delivered by specialist teachers and supported with therapeutic programmes written by our on-site multi-disciplinary team. This includes speech and language therapists, occupational therapists and behaviour support input.
- Our curriculum at the centre has high expectations and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning. This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.

- A curriculum which supports pupils' sensory processing needs, physical development and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
- A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of equality of opportunity and a framework which is underpinned by British values.
- A curriculum which considers the physical and mental health of pupils, it is carefully considered and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.

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b) Core Curriculum Offer

At The Ribble Autism School pupils are delivered a curriculum which is broad and balance, one which aims to develop both skills and knowledge, whilst focusing on the individual needs of pupils and their personal development.

Therapy based curriculum SCERTS	National curriculum subjects	Core Curriculum	Enrichment accredited courses	Personal development
<ul style="list-style-type: none"> <li>• Social Partner Stage</li> <li>• Language Partner Stage</li> <li>• Conversationa l Partner Stage</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Computing</li> <li>• History</li> <li>• Geography</li> <li>• Art and design</li> <li>• Physical Education / development</li> <li>• R.E</li> <li>• PSHE &amp; RSE</li> <li>• Music</li> </ul>	<p>Key stage 1/2 receive a balance of</p> <ul style="list-style-type: none"> <li>• Thematic approaches- inclusive of SMSC and cultural capital links throughout</li> <li>• Discreet teaching of some subjects</li> <li>• Project and Enquiry based learning</li> <li>• Teacher led learning</li> <li>• 1-1 and small group teaching</li> </ul>	<ul style="list-style-type: none"> <li>• JASS</li> <li>• Primary CREST Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Horse riding</li> <li>• Rock climbing</li> <li>• Cycling</li> <li>• Trampolining</li> <li>• Sensory centres</li> <li>• Work experience</li> <li>• Accessing the local community</li> </ul>

a) Curriculum Pathway Structure

Our curriculum is organised according to the needs and aspirations of our pupils. The curriculum is designed to ensure that pupils have opportunities to reach their full potential. Due to the diversity of needs across our school, pupils are assigned a specific learning pathway to suit their cognitive, communication and social capabilities.

Forward Planning a Progressive Curriculum – identifying end goals

	<b>Engagement steps</b>	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Personal development curriculum	The Ribble Autism School Core Values Social, Moral, Spiritual and Cultural Education Enrichment Activities British Values PSHE & RSE			
Therapeutic Curriculum	Social Communication, Emotional Regulation and Transactional Supports (SCERTS) Sensory Diets Speech, Language and Communication programmes Alert Programme			
Engagement steps curriculum (PMLD and SLD)  (Appendix 1)	<b>Pathway 1 – Non-subject specific pathway – Engagement Steps Curriculum Focus</b> – Exploration Realisation Anticipation; Persistence and Initiation Delivered through a thematic based curriculum <b>Following</b> Equals semi formal curriculum JASS award (Junior award scheme for schools)			
Early Years Foundation Stage  (Appendix 2)	<b>Pathway 2- Early Learning Goals- Early Years Foundation Stage Curriculum Focus-</b> Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design Delivered Via thematic based curriculum <b>Following EYFS key principles-</b> The Unique child, Positive relationships, Enabling environments, Learning and development			
Progression steps curriculum (SLD and MLD 5-11years)  (Appendix 3)	<b>Pathway 3 – Subject specific pathway-Progression step Curriculum focus</b> – English, Maths Science, Computing, PSHE (including Sex & Relationships Education), PE, Art & Design, Geography, History, Music <b>Delivered</b> via Ribble Autism School Thematic SOW (mapped across National curriculum) <b>Following</b> a thematic approach with NC links JASS award and Science CREST award			

### Pathway 1- Non-Subject Specific Pathway- Engagement Steps

Pupils on Pathway 1 are not yet ready to access formal learning or a subject specific pathway. These pupils are typically on Social Partner stage in SCERTS and as they journey from primary to secondary age, Pre-entry level Certificates are made available for them to access.

Who will access this pathway?	Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulty (PMLD) population or pupils who are not yet engaged in subject specific learning
What will be accessible through this pathway?	Thematic approaches linked to Engagement steps Child led learning JASS SCERTS-therapeutic approaches
Which assessment framework?	B Squared Engagement steps Cognition and learning Communication and interaction Social, Emotional and Mental Health Sensory and Physical
Which schemes of work link to this pathway?	Equals-semi formal curriculum with thematic links OHS SOW

### Pathway 2-Subject specific pathway-EYFS/Reception

Pupils on this pathway are working at or just below age related expectations and are Following EYFS key principles- The Unique child, Positive relationships, Enabling environments, Learning and development. Pupils are likely to be on Social or Language partner stage.

Who will access this pathway?	SLD, MLD or pupils who are working at or slightly below age related expectations Pupils who are preparing to engage in subject specific learning Pupils aged between 4-5years
What will be accessible through this pathway?	<b>Curriculum Focus</b> Communication and Language Personal, Social and Emotional Development Physical Development Literacy Mathematics Understanding the World, Expressive Arts and Design
Which assessment framework?	<b>Following EYFS key principles</b> The Unique child Positive relationships Enabling environments Learning and development
Which schemes of work link to this pathway?	Ribble Autism School EYFS Thematic SOW

### Pathway 3-Subject specific pathway-Progression steps

Pupils on Pathway 3 are not progressing at age related expectations, however, are ready to access a subject specific curriculum with links to the National curriculum. These pupils are on Language Partner stage in SCERTS.

Who will access this pathway?	SLD, MLD or pupils who are working below age related expectations Pupils engaged in subject specific learning Pupils aged between 5-11 years
What will be accessible through this pathway?	Thematic approaches with NC links SCERTS JASS Science- CREST Awards
Which assessment framework?	B Squared Progression steps English Maths Science Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Which schemes of work link to this pathway?	Ribble Autism School Thematic SOW (mapped across National curriculum)

#### b) Short, Medium, and Long-Term Planning Expectations

Teachers' planning is monitored as part of Quality of Education Assurance monitoring system – See Teaching and Learning Policy.

Planning expectations include:

- Long term planning-Personalised curriculums and overview of learning
- Medium term planning-half termly schemes of work
- Short term planning-weekly learning journals

There is an expectation that all teachers plan sequenced learning opportunities for each individual, with carefully planned learning objectives and outcomes.

#### c) Legislation and Guidance

This policy booklet reflects the requirements of the National Curriculum programmes of study for all our learners at The Ribble Autism School. The only dis-application is for those pupils with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years). It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook.



d) Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

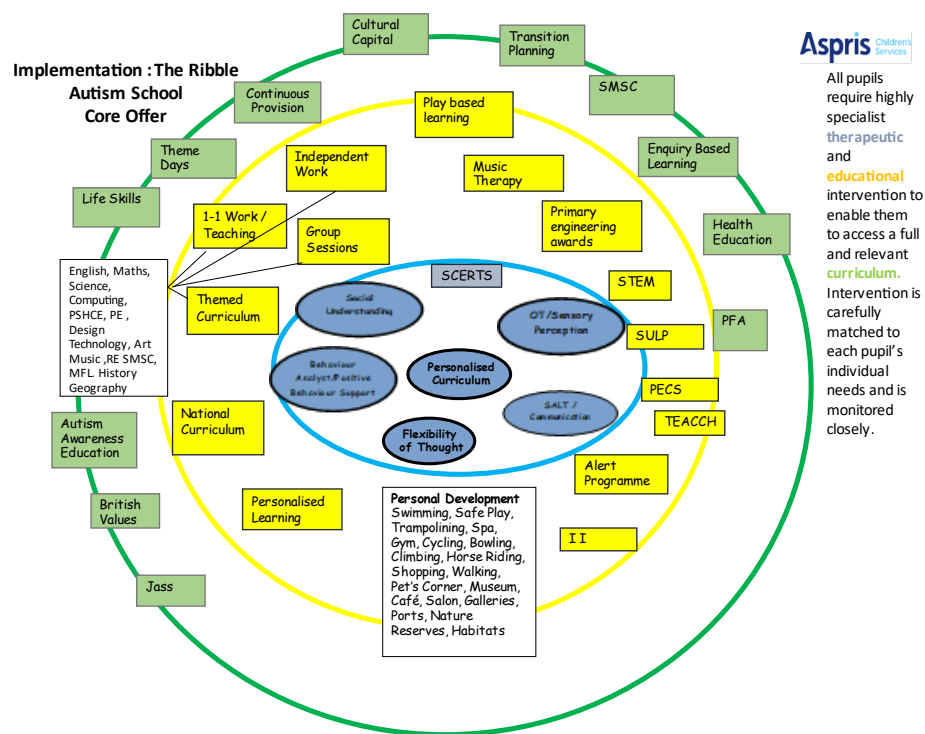
At The Ribble Autism School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

# Implementation

## a) Curriculum Implementation and Personalised Curriculums

At The Ribble Autism School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.



(Example of The Ribble Autism School personalised curriculum which is further differentiated according to individual need and pathway)

b) Teaching implementation at The Ribble Autism School involves:

- Differentiated and personalised learning activities to match the ability and special educational needs of the individual pupil.
- Careful planning and well-structured individual, small group and larger group lessons which may include a starter, main teaching, task and plenary section. The specific lesson structure is visually recorded on a board in written or symbol form.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SaLT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats, opportunities for oracy and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support plans. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback to pupils as well as in learning journals and on pupil completed work to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are firmly embedded into practice.

c) Implementation via themes and cross-curricular links

At The Ribble Autism School, we implement our curriculum using a thematic approach where appropriate. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences linked to the half termly themes. Schemes of work have been written to support each theme. These include all Primary National Curriculum subjects and are typically written for pupils of all ages. These pupils would not typically be working at age related expectations (Pathway 1 and 3). The maps are generic and advisory and teachers should adapt these according to the pathway their pupils are on.

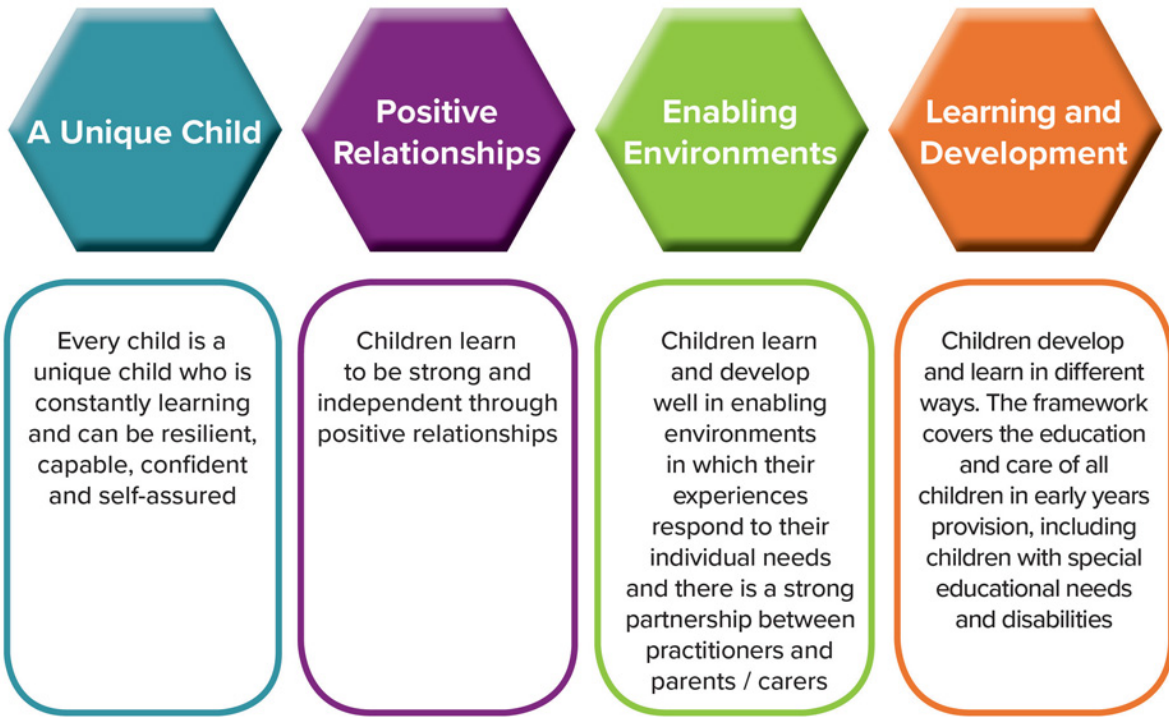
Themes may be taught in any order and over a variety of durations; this is down to the professional judgement of the phase teacher.

Magical Me	Spectacular Seaside	Helpful Heroes
Spectacular Space	Wandering around the world	Come and celebrate

In addition, there are generic Thematic based Schemes of work which available to teachers, these are from Equals and Lancashire Professional Development Service.

At the Ribble Autism School, pupils following the EYFS framework (Pathway 2) will engage with a curriculum based around early learning goals that is underpinned by the four key principles for the EYFS (see below).

## The Four Guiding Principles of the Early Years Foundation Stage



d) Accredited Enrichment Offer

**JASS and primary CREST Awards**

**Jass.** The Junior Award Scheme for Schools/JASS supports achievement of a wide range of learning objectives. It's designed to be easy to use and simple to run. It can bring structure and focus and be used as a great motivational tool for learners.

Activities for each section can be tailored to individual needs, interests and strengths. Completing them can build confidence, encourage teamwork and develop skills, encouraging children and young people to be active and involved in their community.

It's a great way to promote and record achievements at an individual level and can lead onto the Duke of Edinburgh award when a young person reaches 14 years of age.

**Using JASS can:**

- support opportunities for all young people to experience achievement
- encourage healthier lifestyle choices, including being active and outdoors more
- help schools build partnerships with parents, local groups and the community
- help with transitions from Primary to Secondary school
- provide a platform for starting vocational learning
- act as an umbrella award for other initiatives, awards and certificates.

**Crest Award**

CREST is the British Science Association's flagship education programme, providing enrichment activities to inspire, engage and connect young people aged 5-19 across the UK with science, technology, engineering and maths (STEM).

The CREST Awards scheme inspires young people to think and behave like scientists and engineers. It can be done by any child or young person aged 5-19, regardless of ability.

e) SCERTS- Social Communication Emotional Regulation Transactional Support Curriculum  
(See SCERTS Policy)

SCERTS is an autism specific curriculum that focuses on developing pupil's communication skills, and their ability to regulate their emotions. SCERTS is assessed and progress is overseen by the Occupational Therapist and Speech & Language Therapists alongside educational staff to develop specific phase and individual SCERTS targets for all pupils based on their needs and therapeutic priorities.

Specific transactional supports are considered and incorporated into the pupils' individualised learning curriculum and timetable. These are categorised using colour (blue to represent social communication and green to represent emotional regulation).

These skills are learnt in school and then generalised into a wider range of contexts as well as activities in the community.

Pupils are profiled according to need :

- Social Partner Stage
- Language Partner Stage
- Conversational Partner Stage

**Social Partners are learning to: -**

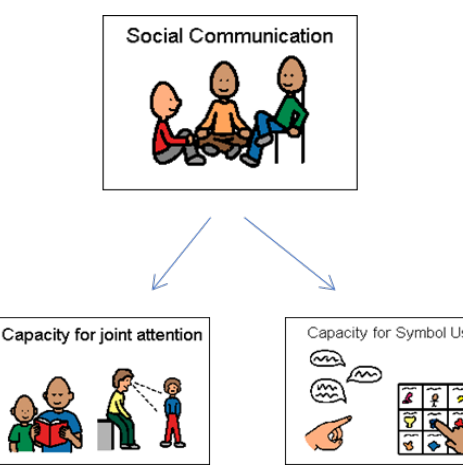
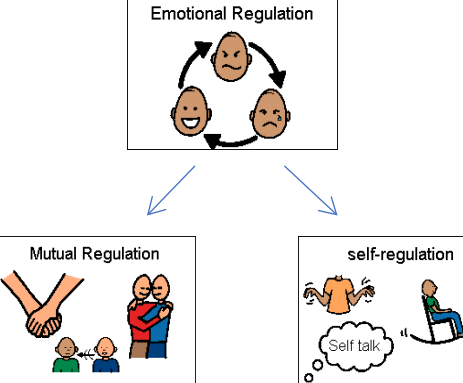
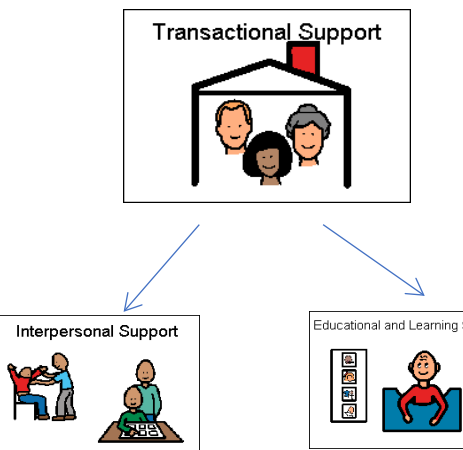
- Enjoy spending time interacting with another person.
- Make choices of food or activities
- Make noises which have communicative intent
- Show another person when they need comfort or support.
- Take turns
- Communicate their emotions using facial expression, vocalisations and body language.

**Language Partners are learning to: -**

- Spend time with a greater range of people for extended periods with increasing numbers of meaningful exchanges.
- Make increasing choices throughout the day – expressing likes and dislikes across a greater range of contexts.
- Name (through oral language, sign language or picture symbols) a wider range of items, people and actions).
- To use language in a creative way.
- Engage in a wider range of play sequences e.g. construction, imaginative, turn-taking games.
- Understand and use symbols or words to express a range of emotions.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To use some appropriate self-regulating strategies.
- Ask for help
- Ask for a break

### **Conversational Partners are learning to: -**

- Use conventional communication strategies (verbal and non-verbal) to secure attention and engage with a wide range of partners for increasing periods of time.
- To understand and use a wide range of early and advanced emotions vocabulary to describe and understand the state of themselves and others.
- Sustain appropriate conversations taking into account the rules of discourse and interaction such as, initiation and termination (i.e. how to start and stop a conversation), topic maintenance and shifting (i.e. how to stay on topic and then transition smoothly) awareness of listener knowledge and interests (i.e. being able to sift through information and read cues from others) and awareness of audience stature.
- Engage with peers in play, joint activities and projects bringing in skills of negotiation, compromise and the ability to follow rules.
- Understand and use increasingly complex language structures.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To identify and use appropriate self-regulating strategies.

<p><b>Social Communication</b></p>	<p>Social Communication is divided into two areas of need.</p> <p><b>Joint attention</b> examines the skills required for an individual to engage with another person – to see them as a communication partner.</p> <p><b>Symbol Use</b> examines how somebody represents their thoughts feelings and ideas to others – be it through the spoken word/symbols/writing/gesture/non-verbal communication.</p>	 <p>The diagram shows 'Social Communication' at the top, with two arrows pointing down to 'Capacity for joint attention' and 'Capacity for Symbol Use'. The 'Capacity for joint attention' box shows three children sitting on the floor, one pointing at a book. The 'Capacity for Symbol Use' box shows a hand pointing to a grid of symbols and a speech bubble.</p>
<p><b>Emotional Regulation</b></p>	<p>Emotional regulation is divided into two areas of need.</p> <p><b>Mutual Regulation</b> – examines how a child is able to remain in a well-regulated, available to learn state with the support of other people.</p> <p><b>Self-Regulation</b> – examines how a child is able to remain in a well-regulated, available to learn state through the use of their own strategies.</p> <p>Both areas explore a child's ability to recover from extreme dysregulation either with or without the help of other people.</p>	 <p>The diagram shows 'Emotional Regulation' at the top, with two arrows pointing down to 'Mutual Regulation' and 'self-regulation'. The 'Mutual Regulation' box shows two children hugging. The 'self-regulation' box shows a child sitting on a chair with a thought bubble labeled 'Self talk'.</p>
<p><b>Transactional Support</b></p>	<p>This section of the programme examines how we support our young people in achieving gains in Social Communication and Emotional Regulation. It considers: -</p> <p><b>Interpersonal Supports</b> – targets are included in terms of interaction and communication styles. The focus is on how we engage with our pupils and establish the right balance between being supportive and developing independence.</p> <p><b>Learning Supports</b> – These are the specific resources and tools that we need to give our pupils in order for them to learn, engage and develop independence e.g. visual supports, sensory regulators, break strategies etc.</p>	 <p>The diagram shows 'Transactional Support' at the top, with two arrows pointing down to 'Interpersonal Support' and 'Educational and Learning Support'. The 'Interpersonal Support' box shows two children sitting at a table. The 'Educational and Learning Support' box shows a child sitting at a desk with a book and a visual aid.</p>



f) Cultural Impact of the School (Implicit Curriculum)

At The Ribble Autism School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

These expectations are displayed in every classroom and corridor and are at the heart of our school. Our values are positively reinforced through the school positive and proactive behaviour approaches.

These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

# Impact

## **4. What difference is our curriculum making for our pupils?**

Impact at The Ribble Autism School is measured and valued in a range of ways, we have high expectations of all pupils and strive for them to achieve to their absolute best ability. We measure progress in the following ways;

- Impact Document
- SCERTS
- Annual EHCP Review
- Assessment tracking – individual subjects
- Accreditation outcomes
- Standardised assessments in English- YARK and BPVS
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time; this is gathered in the following ways:

- Subject specific 'workbooks' (pupils on subject specific pathways)
- JASS files
- DofE evidence records
- Learning journals, daily learning objectives and outcomes, weekly sample of WOW work

In summary, types of evidence for ongoing use: quantitative and qualitative:

- Quality of Education Document
- Pupil assessments and tests/exams
- Tracking of internal data
- Lesson observations and changes over time of the profile of teaching (1-page profiles)
- Quality assurance of Teaching and learning – (See Teaching and Learning Policy).
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement
- Views from focus groups (pupils, parents, staff)
- Sampling (e.g. work scrutiny, case studies)

In addition, we highly value progress for our pupils which cannot always be measured.

## **6. a) Effectiveness of learning; attainment and progress;**

Expected progress for pupils is defined using the learning matrix and the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all of these areas are monitored closely and form the data recorded in the Impact Document which is reviewed termly and incorporates a learning matrix of need according to individual barriers.

Progress data for all pupils, across all subject areas is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged and other factors will be investigated. English and maths are similarly externally monitored with other special schools on a termly basis.

## **b) Effectiveness of curriculum on preparation for next stage of education and life; (See PFA Policy)**

The Ribble Autism School works to provide a holistic and highly individualised approach to help pupils prepare for future employment and independent living by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

# **APPENDIX 1**

## Appendix One- Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

### My communication, Language and Literacy- Links to Developing employability or being an active citizen (PFA)

Sensory stories: Pupils will experience listening to stories which follow repetitive pattern and will engage in sensory sessions linking to the common theme within each story, stories covered this term are;

- Pumpkin Soup by Helen Cooper
- Where the Poppies Now Grow By Hilary Robinson and Martin Impey.
- Poems About Festivals by Brian Moses
- Aliens Love Panta Claus by Claire Feedman.
- Silent Night by Lara Hawthorne

Non-Fiction: Pupils' will engage in creative opportunities to create Writing cards and invitations.

Through this topic pupils' will have the opportunity

- To work on I want..... Communications
- To follow a simple, single instruction
- To gain the attention of another person
- To feel safe and actively engage with dynamic communications
- To follow the sequence of a short fictional narrative story
- To respond to a greeting from a familiar adult
- To understand that a favoured object can be symbolised in some form
- To communicate 'no' appropriately
- To communicate needs and wants with peers

### My Independence-Links to Developing independence (PFA)

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills.

Through this topic pupils' will have the opportunity

- To know body parts
- To understand that money is a means of exchange
- To follow instructions during cooking activities
- To walk independently around school

### My Personal Development and Cultural Capital

Pupils will visit local shops, markets, places of worship, donkey farm, pumpkin patch, donation centres, santa visits and local parks

### My Play and Leisure -Links to Developing Good Health (PFA)

This topic allows pupils to participate in 1-1 games and party games, small group games, free play and structured play, opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity

- One to one or small group games
- Any solitary free play initiated by the learner or derived from solitary play experiences and developments
- Free Sensorimotor Shared Play with one staff member (SM) or a small group
- Playing with a common, central resource with lots of equipment but one or two key resources that are strictly limited.
- Functional, Symbolic and Socio-dramatic Free Play- Role play a party, party wear etc.
- Free play unique to the individual

### My Thinking, Problem Solving and Numeracy- Links to Developing employability or being an active citizen (PFA)

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat matching games/activities and puzzles.

Pupils will take part in group Numeracy sessions, incorporating number songs, Through this topic pupils' will have the opportunity

- To gain access to my favourite..... toy, snack, drink, i-pad, piece of flappy string, etc.
- To acknowledge that I want/need equipment
- To get the resources and equipment I want/need
- To communicate a want/need



# Come Celebrate



### My Creativity Links to Developing independence (PFA)

This topic allows pupils' to express their creativity through the opportunity to create celebration cards, invitations, dress in traditional dress, and Christmas decorations.

Through this topic pupils' will have the opportunity

- To encounter, copy and continue a pattern using a variety of objects and materials and introduce the element of both 2D and 3D shape, form and space
- Encountering mark making and the use of hands and feet to create line and space
- Encountering primary and secondary colour
- Encountering simple printing
- Encountering 2D and 3D shapes
- Encountering line and pattern
- To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface.

### My Physical Wellbeing-Links to Developing Good Health (PFA)

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.

Through this topic pupils' will have the opportunity

- To actively participate in a range of games and outdoor and adventurous activities
- To prepare for the activity as a regular routine
- To recognise and value oneself
- To handle, experience and taste (healthy) food that might be unfamiliar to the learner.

### My Enrichment opportunities -Links to developing friendships and being part of a community (PFA)

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.

### My SCERTS Curriculum-Links to PFA

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.

Through this topic pupils' will have the opportunity

- Participate in making pumpkin soup, Pumpkin sensory tuff tray, Pumpkin seeds sensory bags, Pumpkin picking and pumpkin carving
- Poppy seed planting, Poppy paintings and printing, Poppy Attention autism activity
- Solider dressing up
- Lantern making
- Face painting and dressing up
- Arranging a table for a Halloween party
- Glow in the dark painting
- Paper chain making
- Fake snow, ice tuff tray
- Drama- replay stable scene
- Crown making

## Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

### My communication, Language and Literacy-Links to Developing employability or being an active citizen (PFA)

Sensory stories: Pupils will experience Sensory stories: Pupils will experience listening to stories of a familiar theme and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;

Ten Little Super Heroes

Supertato

Elliot Midnight Superhero

Poetry: Alliteration Superhero poems

Non-Fiction: Pupils' will engage in creative opportunities to create information posters on super heroes

Through this topic pupils' will have the opportunity

- To build up a bank of clear and unambiguous likes and dislikes
- To engage in a declarative 'conversation' with another
- (For the learner) to retell the story as best they can
- To respond appropriately to a greeting from a familiar adult
- To make choices from identified favourite objects/activities e.g. 'train' or 'ball'.
- To follow a simple single instruction
- To listen to a another person

### My Independence-Links to Developing independence (PFA)

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills.

Through this topic pupils' will have the opportunity

- Identifying items of clothing
- Recognising a £1 coin
- Preparing oneself for a cooking activity
- Walking independently outside of school

#### My Personal Development and Cultural Capital

Pupils will visit local shops, cafes, parks, garden centres, visit from a superhero and library.

### My Play and Leisure -Links to Developing Good Health (PFA)

This topic allows pupils to participate in 1-1 games, small group games, free play and have access to superhero figures, structured play, opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity

- Activity Games-
- Free exploration-tuff tray activities
- Sensory play and exploration activities-
- Playing with a common central resource, i.e ball and bat
- Socio Dramatic- role play area, superhero dress up

Pupils will have opportunities for play at local play centres, parks and role play centres.

### My Thinking, Problem Solving and Numeracy- Links to Developing employability or being an active citizen (PFA)

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat games such as Kim's game to build on memory and observation skills and sorting activities to develop executive functioning skills.

Pupils will take part in group Numeracy sessions, incorporating number songs and begin to explore 2d and 3d shapes.

Through this topic pupils' will have the opportunity

- To find my lost items-through games and sabotage
- To match Tobis to real life object- lunch box, hat, headphones, wellington boots, etc.



# Helpful Heroes



### My Creativity Links to Developing independence (PFA)

This topic allows pupils' to express their creativity through the opportunity to create a Superhero costume or logo, use dough create a superhero and design and create superhero 'gadgets' out of junk.

Through this topic pupils' will have the opportunity

- Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.
- Exploring fine motor movement and mark making.
- Exploring primary and secondary colour
- Exploring printed rubbings
- Exploring various 3D shapes.
- Exploring using digital media to create ideas for differing media.
- To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.

### My Creativity Links to Developing independence (PFA)

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.

Through this topic pupils' will have the opportunity

- To develop gross motor skills using large play equipment.
- To warm-up and become familiar, comfortable and ready to engage in the main body of the session.
- To recognise oneself as part of various families and communities.
- To know why we eat and why we drink.

#### My Enrichment opportunities -Links to developing friendships and being part of a community (PFA)

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.

### My SCERTS Curriculum-Links to PFA

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.

Through this topic pupils' will have the opportunity

- Design and make superhero cape and mask
- Potato printing
- Planting potatoes and designing a super her
- Matching super heroes
- Spot the difference, Kim's games
- Picture matching
- Picture object matching
- Cause and affect sessions
- Bubble play, bubble printing, bubble blowing and hoop bubbles

## Pathway 1 – Non-subject specific pathway –

### Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

#### **My communication, Language and Literacy- [Links to Developing employability or being an active citizen \(PFA\)](#)**

Sensory stories: Pupils will experience listening to stories by contemporary authors and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;

- Man on the Moon
- Toys in space
- How to Catch a star
- Whatever Next!
- Poetry -Space Song Rocket Ride (Barefoot books) and 5 Little Men in a flying Saucer

Non-Fiction: Pupils' will engage in creative opportunities to 'write' letters and post letters.

Through this topic pupils' will have the opportunity

- To make a supported positive choice from two given options
- To engage in a declarative 'conversation' engendered by another
- To retell the story with fewer prompts and increasing accuracy
- To initiate a formal greeting with a familiar adult
- To recognise and respond to key signs, symbols and words.
- To recognise the difference between 'I don't want' and 'I don't need'
- To turn take with another person

#### **My Independence-[Links to Developing independence \(PFA\)](#)**

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills.

Through this topic pupils' will have the opportunity

- Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.
- Understanding which coin to use
- Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.
- Opening containers and replacing lids
- Stopping at the kerb and looking for traffic

#### **[My Personal Development and Cultural Capital](#)**

Pupils will visit Liverpool world museum, Under Water Street, Eureka, local shops, restaurants and parks.



#### **My Play and Leisure -[Links to Developing Good Health \(PFA\)](#)**

This topic allows pupils to participate in 1-1 games, small group games, free play and have access to malleable materials to explore (gloop, kinetic sand, jelly), structured play, opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity

- Playgrounds and
- adventure playgrounds- bike riding, singing and dancing, musical games outdoors
- Games in the ball pool or soft play area
- Free Relational Shared Play with 1 to 1 or with a small group- musical bubbles, mirror games, red light and green light games
- Socio Dramatic play- space role play area, role play traveling to space

Pupils will have opportunities for play at local play centres, parks and role play centres.

#### **My Thinking, Problem Solving and Numeracy- [Links to Developing employability or being an active citizen \(PFA\)](#)**

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat games such as Eye Spy to build on memory and observation skills and categorising activities to develop executive functioning skills.

Pupils will take part in group Numeracy sessions, incorporating number songs and begin to experience counting and counting down.

Through this topic pupils' will have the opportunity

- Recognise that the thing that I want, or need is not working, is broken, does not fit and can explore how to 'fix it' (building towers, stacking cups, insert puzzles, shape sorters)



# Spectacular Space

#### **My Creativity [Links to Developing independence \(PFA\)](#)**

This topic allows pupils' to express their creativity through the opportunity to create a galaxy art using paint in spray bottles or crete a galaxy in a jar sensory bottle, junk modelling space crafts and planets out of 3D materials – junk or papier mache, UV painting in the sensory room under black light, Creating an alien model out of clay or dough, Marbling pictures and Collages of different textures

Through this topic pupils' will have the opportunity

- Develop understanding of differing 2d and 3d shapes and forms when used in collage.
- Developing understanding of mark making.
- Developing and understanding of primary and secondary colour.
- Developing understand of tie dye.
- Developing understanding of how to make various 3D shapes.
- To develop an understanding of the concepts of in, out, over and under to create a 'woven' effect.

#### **My Creativity [Links to Developing independence \(PFA\)](#)**

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.

Through this topic pupils' will have the opportunity

- To select, access and use a wheeled toy appropriately- scuttle boards
- To participate in and enjoy different forms of skill based physical activity
- To recognise and accept similarities and differences between people.
- To recognise that food is still food even when it is presented in different states.

#### **[My Enrichment opportunities – Links to developing friendships and being part of a community \(PFA\)](#)**

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.

#### **My SCERTS Curriculum-[Links to PFA](#)**

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.

Through this topic pupils' will have the opportunity

- Role play traveling to the moon
- \* Sensory story sessions in light and sensory room
- Moon (kinetic sand)
- Shiny materials star art
- Mark making in moon sand
- Dressing up-aliens
- Make and launch rockets-following instructions
- Bubbling sun and Craters on the moon experiments
- Oreo phases of the moon
- Space sensory bin
- Papier-mâché Earth, sun, moon and planets
- Shaving foam art
- Different temperature water pla.
- Coke and Minto investigation
- Play doh, clay craters



## Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

### My communication, Language and Literacy Links to Developing employability or being an active citizen (PFA)

Sensory stories: Pupils will experience listening to stories about different cultures and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;

- Handa's Surprise
- Off We go to Mexico
- Dim Sum for Everyone
- Poetry- If all of the world were and On the Ning Nang Nong

Non-Fiction: Pupils' will engage in creative opportunities to 'Write lists' and following instructions and recipes

Through this topic pupils' will have the opportunity

- To make a supported negative choice from one given option
- More engagements in communicative learning
- To retell parts of a story with sufficient accuracy, verbally, with pictures
- To initiate a formal greeting with an unfamiliar person
- To recognise functional words in different contexts (social sight signs and symbols-toilet, male/female, post office, etc)
- To recognise the difference between 'I want' and 'I need'
- To use appropriate physical contact with a peer

### My Independence Links to Developing independence (PFA)

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills.

Through this topic pupils' will have the opportunity

- Putting on and taking off various items of clothing
- Using real money
- Use a spreading knife to slice and chop soft fruit into a fruit salad
- Crossing a minor road with support

#### My Personal Development and Cultural Capital

Pupils will visit local fruit shops and markets, Chinese supermarket, China town, Mexican restaurant, and library.



## Wondering Around the World



### My Creativity Links to Developing independence (PFA)

This topic allows pupils' to express their creativity through the opportunity to create a Superhero costume or logo, use dough create a superhero and design and create superhero 'gadgets' out of junk.

Through this topic pupils' will have the opportunity

- Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.
- Exploring fine motor movement and mark making.
- Exploring primary and secondary colour
- Exploring printed rubbings
- Exploring various 3D shapes.
- Exploring using digital media to create ideas for differing media.
- To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.

### My Play and Leisure Links to Developing Good Health (PFA)

This topic allows pupils to participate in 1-1 games, small group games, free play and have access to toy animals and dress up clothes, structured play, opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity

- Socio Dramatic- role play area, Chinese dress up
- Board games- busy boards, connect 4, pop up pirate, buckaroo
- Free Functional Shared Play with 1 to 1 or with a small group- train and train tracks, car and car garages, Dolls and dolls houses

Pupils will have opportunities for play at local play centres, parks and role play centres.

### My Thinking, Problem Solving and Numeracy Links to Developing employability or being an active citizen (PFA)

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat games such as real life object matching games to build on memory and observation skills and play games such as Jenga to develop executive functioning skills, planning and self-control.

Pupils will take part in group Numeracy sessions, incorporating number songs and begin to explore measure by sorting size.

Through this topic pupils' will have the opportunity

- Recognise that in order to play a game of .....we need..... (hide the dice, can the player identify that is what is needed)

### My SCERTS Curriculum Links to PFA

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.

Through this topic pupils' will have the opportunity

- Design and make superhero cape and mask
- Potato printing
- Planting potatoes and designing a super her
- Matching super heroes
- Spot the difference, Kim's games
- Picture matching
- Picture object matching
- Cause and affect sessions
- Bubble play, bubble printing, bubble blowing and hoop bubbles

### My Creativity Links to Developing independence (PFA)

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.

Through this topic pupils' will have the opportunity



- To develop gross motor skills using large play equipment.
- To warm-up and become familiar, comfortable and ready to engage in the main body of the session.
- To recognise oneself as part of various families and communities.
- To know why we eat and why we drink.

#### My Enrichment opportunities Links to developing friendships and being part of a community (PFA)

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.



## Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

<p><b><u>My communication, Language and literacy- Links to Developing employability or being an active citizen (PFA)</u></b></p> <p>Sensory stories: Pupils will experience listening to stories about different cultures and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;</p> <ul style="list-style-type: none"> <li>• Commotion in the Ocean</li> <li>• Lighthouse Keeper's Lunch</li> <li>• Billy's Bucket</li> <li>• What the Ladybird Heard at the Seaside</li> <li>• Poems by Michael Rosen.</li> </ul> <p>Non-Fiction: Pupils' will engage in creative opportunities to explore a range of seaside postcards and 'Write/make postcards'.</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• To establish a bank of each learner's favourite imperative words</li> <li>• To extend communicative engagements that might be focussed on a narrow field of interest.</li> <li>• To retell more than one story with sufficient accuracy</li> <li>• To extend a formal greeting into a short conversation with a familiar adult</li> <li>• To be able to identify signs and symbols in the community</li> <li>• To positively share attention with staff member.</li> <li>• To tolerate others in their space or to request time away from the group.</li> </ul>	<p><b><u>My Independence-Links to Developing independence (PFA)</u></b></p> <p>This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills (fastening zips and buttons), shopping skills, cooking and travel skills (including crossing the road safely)</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• Development of the fine and gross motor control needed</li> <li>• Using a bank</li> <li>• Crossing different minor roads with support</li> <li>• Using a spreading knife to make a sandwich, with support as and where necessary</li> </ul> <p><b><u>My Personal Development and Cultural Capital</u></b></p> <p>Pupils will visit pets at home, local seaside towns (Blackpool, Southport, Lytham). Local shops to buy sandwich ingredients. Visit Eureka to explore the 'bank' and 'shop'. Visit to the Sealife Centre.</p>	<p><b><u>My Play and Leisure -Links to Developing Good Health (PFA)</u></b></p> <p>This topic allows pupils to participate in 1-1 games , small group games , free play, have access to aquatic animals/mammals, dress up clothes (summer clothes). Access tuff tray activities (slime, seaweed, shells, sand, buckets, water), structured play , opportunities for parallel play and attention bucket activities. Having an underwater puppet show.</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• Card games- snap, matching pairs, uno, picture bingo cards</li> <li>• Free Symbolic Shared Play – with 1 to 1, with a small group or with a larger group.</li> <li>• Socio Dramatic play- role play area, role play being at the seaside/beach (eating ice creams, digging in the sand, splashing in the sea</li> </ul> <p>Pupils will have opportunities for play at local play centres, parks and role play centres.</p>	<p><b><u>My Thinking, Problem Solving and Numeracy- Links to Developing employability or being an active citizen (PFA)</u></b></p> <p>This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.</p> <p>Pupils will repeat games such as seaside related object to picture matching games to build on memory and observation skills and play games such a 'magnetic fish' to develop executive functioning skills, planning and self-control.</p> <p>Pupils will take part in group Numeracy sessions, incorporating number songs and explore a range of shapes through making sandcastle flags.</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• Recognising that before working on any activity, I need.....</li> </ul>
 <h1 style="font-size: 2em; margin: 0;">Spectacular Seaside</h1> 			
<p><b><u>My Creativity Links to Developing independence (PFA)</u></b></p> <p>This topic allows pupils' to express their creativity through the opportunity to make underwater sea puppets, make ice creams following a visual recipe, making a sandwich for a picnic by the seaside, hand print sea creatures, creating pictures out of sand and bubbles to make a collage, junk modelling to create sea creature faces and making postcards.</p> <p>Through this topic pupils' will have the opportunity to</p> <ul style="list-style-type: none"> <li>• Encounter differing artists who use food, junk etc. to create images of faces.</li> <li>• Encounter line and shape.</li> <li>• Encounter colour exploration</li> <li>• Encounter 3D sculpture</li> <li>• Experiencing the possibility and potential of digital media.</li> <li>• Encounter the process of collage to create tactile tiles/panels.</li> </ul>		<p><b><u>My Physical Wellbeing-Links to Developing Good Health (PFA)</u></b></p> <p>This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• To participate in and enjoy different forms of formal games based physical activity</li> <li>• To develop one's own style and find one's own interests.</li> <li>• To know how to store and handle different foodstuffs.</li> </ul> <p><b><u>My Enrichment opportunities –Links to developing friendships and being part of a community (PFA)</u></b></p> <p>Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.</p>	<p><b><u>My SCERTS Curriculum-Links to PFA</u></b></p> <p>Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.</p> <p>Through this topic pupils' will have the opportunity</p> <ul style="list-style-type: none"> <li>• Follow instructions to make a sandwich or picnic for the beach</li> <li>• Attention autism activities</li> <li>• Under the sea puppet show</li> <li>• Commotion in the ocean role play mask making</li> <li>• Spot the sea creatures</li> <li>• Object and word matching</li> <li>• Colourful semantics</li> <li>• Planning for a picnic, shopping lists, packing a basket</li> <li>• Seaside shape poems</li> <li>• Rhyming poems</li> <li>• Making ice cream-following a simple recipe</li> <li>• Making and sending a postcard</li> </ul>

## Pathway 1 – Non-subject specific pathway – Engagement Steps- Thematic approach

### **My communication, Language and Literacy- [Links to Developing employability or being an active citizen \(PFA\)](#)**

Sensory stories: Pupils will experience listening to stories about different cultures and will engage in sensory sessions linking to the common theme within each story, fiction stories covered this term are;

- Super Duper You! -Sophy Henn
- [Funnybones](#) -Janet & Allan Ahlberg.
- Only One You -Linda Kranz
- [Can I Build Another Me?](#) -Shinsuke Yoshitake.

Non-Fiction: Pupils' will engage in creative opportunities to explore a range of autobiographies and photobooks of family and familiar people in their lives.

Through this topic pupils' will have the opportunity

- To gain the attention of another person
- To be involved with working through a factual story related to the learner's own actual experience
- To extend a formal greeting into a longer conversation with a familiar adult using a social script.
- To communicate effectively with others who are not immediately present

### **My Independence-[Links to Developing independence \(PFA\)](#)**

This topic allows pupils to develop a greater level of independent skills, through engaging activities which promote dressing and undressing skills, shopping skills, cooking and travel skills (including crossing the road safely)

Through this topic pupils' will have the opportunity

- Understanding the sequence of getting dressed/undressed.
- Identifying primary (that is, main) desired items
- Make a cheese sandwich using a hand-held grater with support as and where necessary
- Crossing a minor road where parked cars are blocking a clear view

#### **[My Personal Development and Cultural Capital](#)**

Pupils will visit local shops, cafes, parks, garden centres, and libraries. Visit familiar places (home addresses etc).

### **My Play and Leisure -[Links to Developing Good Health \(PFA\)](#)**

This topic allows pupils to participate in 1-1 games , small group games , free play, dress up clothes. Using our 1five senses to explore different items. Access tuff tray activities (making scented [play-doh](#)), using mirrors to explore our faces and emotions, structured play , opportunities for parallel play and attention bucket activities.

Through this topic pupils' will have the opportunity to access

- Any game that doesn't require cooperation within it
- Free Socio-dramatic Shared Play – with 1 to 1, with a small group or with a larger group.

Pupils will have opportunities for play at local play centres, parks and role play centres.

### **My Thinking, Problem Solving and Numeracy- [Links to Developing employability or being an active citizen \(PFA\)](#)**

This topic provides opportunities for pupils to develop their memory building skills, to further develop their independent solutions and generalisation skills.

Pupils will repeat games such as photo pairs (matching baby photos to older child/adult) to build on memory and observation skills and play listening and attention games to develop executive functioning skills, planning and self-control.

Pupils will take part in group Numeracy sessions, incorporating number songs, building towers as tall we us and matching items of clothing to make pairs, Through this topic pupils' will have the opportunity

- To solve problems as a member of a group



## Magical Me



### **My Creativity [Links to Developing independence \(PFA\)](#)**

This topic allows pupils' to express their creativity through the opportunity to make photobooks, junk modelling of people, textured collages of faces, design a front cover of a book using letters from their own names. Follow building instructions to build animal skeletons. Use photographs to create 'all about me' art. Look at work from different artists including Picasso's portraits.

Through this topic pupils' will have the opportunity to

- Explore the work of differing artists who use their wider imagination to create images of faces.
- Explore line and shape
- Explore colour and tone
- Explore 3D sculpture
- Exploring surrealist invention and free form.
- Exploring the patterns and textures that are all around us.

### **My Physical Wellbeing-[Links to Developing Good Health \(PFA\)](#)**

This topic provides opportunities for pupils to participate in physical activities, sport, eating healthily and improve their mental health and wellbeing by accessing off-site activities.

Through this topic pupils' will have the opportunity

- To participate in and enjoy different forms of movement, balance and co-ordination based physical activity
- Sharing with others and finding people with similar interests to yours.
- To be able to label products as either healthy or to be regarded as treats.

#### **[My Enrichment opportunities –Links to developing friendships and being part of a community \(PFA\)](#)**

Pupils will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.

### **My SCERTS Curriculum-[Links to PFA](#)**

Pupils are on Social Partner Sage therefore have access to intensive and multi sensory experiences.

Through this topic pupils' will have the opportunity

- Photo pairs (baby and older picture) of school staff members
- Formidable Sid eBook ([twinkl](#))
- My Five Senses by [Alik](#)
- Sight sensory bottles
- Lights and torches in the dark
- Listening walk
- Musical instruments
- Genres and emotions
- Five flavoured tasting
- Texture walk
- Stone rubbing
- Listen to a selection of music from different cultures

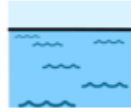
# What are we learning this week?

Our focus text:  
Commotion in  
the Ocean



**Word of  
the week:**

Sea



**Rhyme of  
the week:**

Row, Row,  
Row your  
boat



## **My communication, Language and Literacy**

This week we will explore our new story as a shared read and begin to positively share attention with a member of staff.

## **My Independence**

We will visit our local supermarket and buy our sandwich filler from a choice.

We will begin to follow visual instructions with staff support and use a spreading knife to make a sandwich.

## **My Play and Leisure**

This week we will access tuff tray activities including slime, seaweed, shells, sand, buckets and water and explore the different textures on our hands.

## **My SCERTS Curriculum**

- Attention autism activities relating to under the sea
- Commotion in the ocean role play mask making
- Spot the sea creatures

## **My Thinking, Problem Solving and Numeracy**

This week we will be introduced to various items that relate to the seaside, staff will model and support students to match the item to the corresponding photograph,

## **My Creativity**

This week we will explore various sea creatures and mammals through watching videos, looking at photos and exploring plastic sea creatures/soft toys. We will explore the various colours and begin to sort animals by colour with support.

## **My Physical Wellbeing**

This week we will participate in and enjoy different forms of formal games based physical activities.

### **My Enrichment opportunities**

We will have weekly music therapy sessions, movement to music and sensory drama. In addition, pupils will access Horse Riding lessons, Sensory Play centre and play swim sessions.

Our theme is:  
Spectacular  
Seaside



**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

My Art						
Collage	Drawing	Painting	Print Making	Sculpture	Digital Media	Textiles
To encounter, copy and continue a pattern using a variety of objects and materials.  Introduce the element of both 2D and 3D shape, form and space.	Encountering mark making and the use of hands and feet to create line and space.	Encountering primary and secondary colour	Encountering simple printing.	Encountering 2D and 3D shapes.	Encountering line and pattern.	To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface.
Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.	Exploring fine motor movement and mark making.	Exploring primary and secondary colour	Exploring printed rubbings.	Exploring various 3D shapes.	Exploring using digital media to create ideas for differing media.	To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.
Develop understanding of differing 2d and 3d shapes and forms when used in collage.	Developing understanding of mark making.	Developing and understanding of primary and secondary colour.	Developing understand of tie dye.	Developing understanding of how to make various 3D shapes.	Developing understanding of creatively using digital media.	To develop an understanding of the concepts of in, out, over and under to create a 'woven' effect.
Encountering differing artists who use food, junk etc. to create images of faces.	Encountering line and shape.	Encountering colour exploration	Encountering mono-printing.	Encountering 3D sculpture.	Experiencing the possibility and potential of digital media.	To encounter the process of collage to create tactile tiles/panels.

### Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus

My Independence			
My Dressing and Undressing	My Shopping	My Cooking/Food Technology	My Travel Training
Knowing body parts	Understanding that money is a means of exchange	Following instructions during cooking activities	Walking independently in school
Identifying items of clothing	Recognising a £1 coin	Preparing oneself for a cooking activity	Walking independently outside of school
Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.	Understanding which coin to use	Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.  Opening containers and replacing lids	Stopping at the kerb and looking for traffic
Putting on and taking off various items of clothing	Using real money	Use a spreading knife to slice and chop soft fruit into a fruit salad	Crossing a minor road with support
Development of the fine and gross motor control needed	Using a bank	Using a spreading knife to make a sandwich, with support as and where necessary	Crossing different minor roads with support
Understanding the sequence of getting dressed/undressed.	Identifying primary (that is, main) desired items	Make a cheese sandwich using a hand-held grater with support as and where necessary	Crossing a minor road where parked cars are blocking a clear view
Development of self-organisation skills	Shopping to a shopping list	Making a drink of squash	Crossing a major road using a zebra crossing with support
Development of problem solving skills	To explore and celebrate the ideas of shopping	Preparing a bowl of breakfast cereal	Crossing a major road using a pelican crossing with support
Developing independence	Preparation for a shopping trip	Making instant whip	Crossing a T junction or a crossroads
Understanding the link with personal hygiene.	Local market shopping	To be able to deal with burns to the skin	Using a motorised wheelchair



**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

**My Communication**

Imperative Communication	Following instructions	Declarative communications	Dynamic Communications	Narratives	Formal Social Interactions with Familiar and Unfamiliar people	Personalised Reading and Writing	Non-verbal, behavioural communications	Peer to peer communications
To work on I want..... communications	To follow a simple, single instruction	To gain the attention of another person	To feel safe and actively engage with dynamic communications	To follow the sequence of a short fictional narrative story	To respond to a greeting from a familiar adult	To understand that a favoured object can be symbolised in some form.	To communicate 'no' appropriately	To communicate needs and wants with peers
To build up a bank of clear and unambiguous likes and dislikes		To engage in a declarative 'conversation' with another		(For the learner) to retell the story as best they can	To respond appropriately to a greeting from a familiar adult	To make choices from identified favourite objects/activities e.g. 'train' or 'ball'.	To follow a simple single instruction	To listen to a another person
To make a supported positive choice from two given options		To engage in a declarative 'conversation' engendered by another		To retell the story with fewer prompts and increasing accuracy	To initiate a formal greeting with a familiar adult	To recognise and respond to key signs, symbols and words.	To recognise the difference between 'I don't want' and 'I don't need'	To turn take with another person
To make a supported <i>negative</i> choice from <i>one</i> given option		More engagements in communicative learning		To retell the story with sufficient accuracy (to be understandable to a new listener)	To initiate a formal greeting with an unfamiliar person	To recognise functional words in different contexts.	To recognise the difference between 'I want' and 'I need'	To use appropriate physical contact with a peer

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

<b>My Physical Wellbeing</b>			
<b>Physical Activities</b>	<b>PE, Sport, Games and Aquatics</b>	<b>Mental Health and Wellbeing</b>	<b>Healthy Eating and Healthy Lifestyles</b>
To actively participate in a range of playground, classroom and indoor hall games.	To prepare for the activity as a regular routine.	To recognise and value oneself.	To handle, experience and taste (healthy) food that might be unfamiliar to the learner.
To develop gross motor skills using large play equipment.	To warm-up and become familiar, comfortable and ready to engage in the main body of the session.	To recognise oneself as part of various families and communities.	To know why we eat and why we drink.
To select, access and use a wheeled toy appropriately.	To participate in and enjoy different forms of skill based physical activity.	To recognise and accept similarities and differences between people.	To recognise that food is still food even when it is presented in different states.
	To participate in and enjoy different forms of formal games based physical activity	To develop one's own style and find one's own interests.	To know how to store and handle different foodstuffs.
	To participate in and enjoy different forms of movement, balance and co-ordination based physical activity	Sharing with others and finding people with similar interests to yours.	To be able to label products as either healthy or to be regarded as treats.
	To participate in and enjoy different formal, competitive sports.	To develop self- esteem, self-confidence and resilience.	To be familiar with making healthy food choices.
	To finish the activity/session.	To be positively involved with social media	To be familiar with making healthy drink choices.

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

<b>My Dance/ My Drama</b>							
Sequencing Movement	Creating a Dance Narrative	Using Professional Dance Performance Creatively	Using Dance Steps and Step Patterns Creatively	Drama Related Activity	Early Drama-Developing Make-believe	Open Ended Drama	Creating Theatre
Snakes	Elephants	Ballet-Beatrix Potter	Contemporary step pattern-Stomp	To encourage peer to peer communication. To build dialogue and action in role.	To experience moving into make believe	To experience a deepening understanding of make-believe.  To understand the nature of conflict as an everyday event.  To be involved in the resolution of the conflict.	To work collaboratively with staff and peers.
Dance by chance	Characters & Occupation	Contemporary-dancing with a prop	Traditional Folk Dance	To encourage the use of movement to explore different dialogues and/or actions	To develop an awareness of make believe and to respond to it.	To experience a deepening understanding of make-believe.  To understand the nature of conflict as an everyday event.  To be involved in the resolution of the conflict.	To create something new and original from a base.  To reflect, refine and hone both their collaborative and individual contributions.
Long and Strong	Responding to troubling world events	Fusion-Contemporary with Ancient Egyptian belly dance	Kpanlogo Dance  Ghana	To encourage the use of sounds to explore different dialogues and/or actions	To actively participate and interact with the teacher-in-role.  To accept that transformations will occur.	To experience a deepening understanding of make-believe.  To understand the nature of conflict as an everyday event.  To be involved in the resolution of the conflict.	



### Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus

My Music						
Tempo	Rhythm	Timbre	Texture	Structure	Pitch	Dynamics
To react to changes in tempo	To perform using Samba rhythms	To experience different musical sounds	To experience musical texture within ambience and events.	To experience changes in the musical structure.	To listen to voices with a wide range.	To experience variations in sound including quiet.
To keep a steady beat	To recognise that rhythm can be created using anything to hand (or foot!).	To note the differences in musical sounds	To explore the range of musical textures within ambience and events.	To explore learning a song with an A B structure	To explore changes in pitch.	To explore the art of listening!
To lay over an additional but complimentary tempo	To create rhythmic music to perform	To relate the different musical sounds to different feelings and emotions.	To explore a wider range of musical textures within ambience and events.	To develop the skill of re-writing a well-known song	To further explore changes in pitch.	To experience the relationship between music and emotion.
To react to changes in tempo	To copy a simple or complex rhythm	To listen to the different timbres of different instruments.	To experience the differences between thick and thin sounds.	To physically experience structural changes.	To explore creating a rap.	To experience thematic dynamics.
To explore variations in tempo	To explore changes in rhythm	To explore the different timbres of different instruments	To explore the differences between thick and thin sounds.	To explore structural changes.	To further explore rap music.	To explore percussive dynamics
To observe variations in tempo	To compose using rhythm.	To be able to differentiate the different timbres of different instruments.	To further explore and explain the differences between thick and thin sounds.	To develop understanding of the structural changes within composition.	To explore repetition and rap.	To physically compose musical dynamics
To experience changing emotional states through changes in tempo	To experience the heartbeat as a rhythm	To experience the differences in timbre between different sounds.	To experience layering of sound.	To experience simple structural songs	To relate sound to a visual experience 1.	To explore the nature of soft and loud 1.
To explore different states of tempo.	To explore the nature of pulse.	To explore how differences in timbre may be made.	To take control of layering the musical sound.	To explore binary, ternary and rondo forms.	To relate sound to a visual experience 2.	To explore the nature of soft and loud 2.

## Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus

My Thinking and Problem Solving				
Memory Building	Sabotage-Recognition of problem	Independent Solutions	Generalisation	Self-Belief and confidence
To gain access to my favourite..... toy, snack, drink, i-pad, piece of flappy string, etc.				
To acknowledge that I want/need equipment				
To get the resources and equipment I want/need				
To communicate a want/need				
To find my lost.....				
lunch box, hat, headphones, wellington boots, etc.				
Recognising that the thing that I want or need is not working, is broken, does not fit etc.				
Recognising that in order to play a game of .....we need.....				
Recognising that before working on any activity, I need.....				
Solving problems as a member of a group				
<b>Problem solving within Independence:</b>				
To collect own lunch utensils				
<b>Problem solving within Communication:</b>				
Dealing with the fact that my communicative partner is ignoring me				
<b>Problem solving within Creativity:</b>				
To paint a picture				

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

My Outdoor					
Learner Preparation	Starting Out	Playing Games	Orienteering	Creatively	Wilderness Explorers
To prepare for the outdoor school	To explore the outdoor school/environment using all my senses	To play games in the outdoor school	To know when things are the same and when things are different	To be creative by using the natural resources of the outdoor school.	To identify life lived outdoors
To select suitable clothing and footwear	To experience seasonal and weather changes		To find a place in My Outdoor School, using a map or pictures	Making Music	
To pack items needed	To be confident in touching, smelling, listening and looking		To move safely around the outdoor school environment	To be actively involved in the resourcing and telling of familiar stories, plays, poems	
	To know what I can taste safely		To find my way from one place to another		
			To know what to do if I or a friend is hurt		
			To stay within defined limits		
			To return to the group in response to a signal		
			To know what to do if I am lost		
			To know that some plants and animals may hurt		

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

The World about me									
Digital Photography	Change	People	Food	Life cycles of Plants and Animals	Water	Recycling	The Seasons	The Weather	Festivals
To know what a camera and a photograph are	To prepare for change	To recognise those people who are most important to me (1)	To discover what is food.	To know what plants are and what animals are.	To explore water based play.	To explore the question ' <i>What is rubbish?</i> '	To recognise the passing of a year.	To experience and have experiences of being made hot by the sun.	Learning about and from Christmas.  Learning that the celebration of Christmas is about giving as well as receiving.
To know how to hold the camera and to look through it  To know how to hold the camera and operate the button – either manually or through the use of a switch.  Know how to focus and take the photograph.	To experience living in the Iron Age	To recognise those people who are most important to me (2)	To explore the differences between food and drink.	To know that plants need water to live and food to thrive.	To experience rain as 'wet' water with as many of their senses as possible.	To explore whether other people's rubbish is the same as ours?	To recognise that the passing of the year is marked by particular activities and associations.	To experience and have experiences of being made wet by the rain.	Learning about and from Ramadan  Learning about and from Eid-al-Fitr

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus**

My Play and Leisure					
Structured Play	Free Play	Parallel Play	Shared Play	Turn-taking Play	Co-operative Play
One to one or small group games	Unique to the individual learner	Any solitary free play initiated by the learner or derived from solitary play experiences and developments.	Free Sensorimotor Shared Play with one staff member (SM) or a small group	Playing with a common, central resource with lots of equipment but one or two key resources that are strictly limited.	Functional, Symbolic and Socio-dramatic Free Play
Activity' games		Any free exploration opportunities set up by staff.	Sensory play as in using the senses	Playing with a common, central resource (as above for example) with a limited and distinctly finite amount of equipment.	Socio Dramatic
Playgrounds and adventure playgrounds		Games in the ball pool,	Free Relational Shared Play with 1 to 1 or with a small group.		
Board games			Free Functional Shared Play with 1 to 1 or with a small group.		
Card games			Free Symbolic Shared Play – with 1 to 1, with a small group or with a larger group.		
Any game that doesn't require cooperation within it			Free Socio-dramatic Shared Play – with 1 to 1, with a small group or with a larger group.		
Any game where the outcome doesn't rely upon others					
All sports					
Computer, i-pad, smart phone games.					

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus- Physical Education**

<p align="center">Autumn 1</p> <p align="center">Focus <b>Games</b></p> <p><b>Skill-Based</b> Simple drills (see examples).</p> <p><b>Formal Games</b> Balloon tennis Balloon volleyball</p>	<p align="center">Autumn 2</p> <p align="center">Focus <b>Gymnastics</b></p> <p><b>Travelling</b> Rolling/crawling. <b>Balancing</b> Standing on one leg, hopping. <b>Coordination</b> Making shapes. <b>Agility</b> Changing direction.</p>	<p align="center">Spring 1</p> <p align="center">Focus <b>Dance</b></p> <p align="center"><b>Sequencing Movement</b></p> <p align="center"><i>Please refer to My Dance</i></p>
<p align="center">Spring 2</p> <p align="center">Focus <b>Games</b></p> <p><b>Skill-Based</b> Throwing techniques: Underarm, overarm, lobbing.</p> <p><b>Formal Games</b> Rounders Bench ball Netball Cricket</p>	<p align="center">Summer 1</p> <p align="center">Focus <b>Gymnastics</b></p> <p><b>Travelling</b> Jumping. <b>Balancing</b> Walking along benches. <b>Coordination</b> Walking holding a ball. Walking throwing and catching. <b>Agility</b> Running through ladders.</p>	<p align="center">Summer 2</p> <p align="center">Focus <b>Dance</b></p> <p align="center"><b>Creating a dance narrative</b></p> <p align="center"><i>Please refer to My Dance</i></p>

**Pathway 1 – Non-subject specific pathway – Engagement Steps- curriculum focus- Physical Education**

<p align="center">Autumn 1</p> <p align="center"><b>Focus Games</b></p> <p><b>Skill-Based</b> Dribbling a ball using feet. Kicking to a target. Different kicking techniques such as using the instep or sidefooting.</p> <p><b>Formal Games</b> Football. Tag rugby.</p>	<p align="center">Autumn 2</p> <p align="center"><b>Focus Gymnastics</b></p> <p><b>Travelling</b> Walking &amp; running. <b>Balancing</b> Skipping/marching/dancing. <b>Coordination</b> High knees, windmill arms. <b>Agility</b> Throwing to a target. Hop scotch.</p>	<p align="center">Spring 1</p> <p align="center"><b>Focus Dance</b></p> <p align="center"><b>Using professional dance performance creatively</b></p> <p align="center"><i>Please refer to My Dance</i></p>
<p align="center">Spring 2</p> <p align="center"><b>Focus Games</b></p> <p><b>Skill-Based</b> Hitting practice – Racket/bat/hockey stick. Batting with hands, batting balloons with bells/rice in. Transfer from walking to running. Rolling balls with control/towards a target.</p> <p><b>Formal Games</b> Rounders, Cricket. Curling, Boccia. Uni-hoc/Hockey.</p>	<p align="center">Summer 1</p> <p align="center"><b>Focus Gymnastics</b></p> <p><b>Travelling</b> Forward/backward rolls. <b>Balancing</b> Passing a ball over head and under legs. Kneeling. <b>Coordination</b> Skipping with a rope. Throwing items &amp; swinging items. <b>Agility</b> Hurdles, bunny hops, obstacle courses.</p>	<p align="center">Summer 2</p> <p align="center"><b>Focus Dance</b></p> <p align="center"><b>Using dance steps and step patterns creatively</b></p> <p align="center"><i>Please refer to My Dance</i></p>


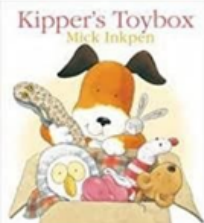
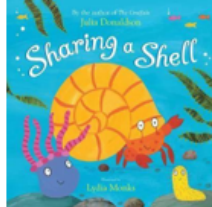


# **APPENDIX TWO**



## Appendix Two- Pathway 2- Early Learning Goals- Early Years Foundation Stage

Ribble School - LONG TERM CURRICULUM OVERVIEW (EYFS)- 2023-2024							
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Understanding of the World	<p>KWL –develop ability to think about a topic and raise questions.</p> <p>Learning wall- displayed in Pearl class. Focus on children’s interests. Display all learning.</p> <p>Investigations over the year: Ice-melting (salt, ice fishing, water colours), Apple/Track, Towers – one block base, making nests.</p> <p>Planting: Potatoes</p>						
	<p><b>Understanding the World (Geography/History/ Science elements/ RE/PSHE)</b></p> <p><b><u>Ourselves - ‘TIME’</u></b></p> <p><b>Local area walk.</b></p> <p><b>Where is school?</b></p> <p><b>What can we see?</b></p> <p>Learn where we come from and where our school is.</p> <p><b>Babies to Adults</b> – how time passes and that within time, we grow.</p> <p>Talk about <b>‘our families’</b>. What is similar/different? <i>Share photographs.</i></p> <p>Learn about the 5 senses and explore through cont. provision.</p>	<p><b><u>TOYS</u></b></p> <p>Look at old/new toys.</p> <p>Discuss toys children/parents/grandparents play with. Compare. Investigate how toys work and where they come from, materials.</p> <p>Look at how Christmas is celebrated and how it was celebrated in the past (gifts, special meals, church). Look at family traditions.</p> <p>Learn about Diwali and how other cultures celebrate different events/traditions.</p> <p>What is Bonfire Night? Why is it celebrated? Talk about safety of bonfire night. Bonfire night traditions.</p>	<p><b><u>FOOD</u></b></p> <p>Look at food from around the world. Explore where different foods come from, look at countries on a map/globe.</p> <p><b>Compare land and sea</b> (i.e. <b>vocab</b> green vs blue).</p> <p>Look at the flags of those countries.</p> <p>Discuss the history of foods and special meals/traditions.</p> <p><b>Chinese New Year:</b> Who celebrates it? What it is? Look at the traditions.</p> <p>Sort healthy/unhealthy and how we look after our body.</p> <p>Make fruit kebabs/healthy</p>	<p><b><u>OUR COMMUNITY</u></b></p> <p><b>Local area walk.</b></p> <p><b>What is in our local area?</b></p> <p>Visit the train station, swimming baths, canal-wider community.</p> <p>Locate our local area on a map, discuss <b>vocab:</b> town, country.</p> <p>Learn about canals. What are they used for now? What were they used for in the past? Locate the canal in Rosegrove.</p> <p>Compare our town to a holiday location (Blackpool). Locate both on a map. Talk about coast, land, sea. Use <b>vocab:</b> similar &amp; different.</p>	<p><b><u>GROWTH &amp; CHANGE</u></b></p> <p><b>Local area walk.</b></p> <p><b>Science focus</b></p> <p><b>Our bodies:</b> Talk about our bodies, the life cycle of a human in more depth e.g. elderly, teenager, toddler.</p> <p>What do our bodies need to stay healthy?</p> <p><b>Life cycles:</b> chicks, frogs, butterflies-observe first hand.</p> <p><b>Plants:</b> Learn basic plant parts (<b>vocab:</b> stem, roots, leaf, flower).</p>	<p><b><u>ANIMALS</u></b></p> <p>Farm Animals: Their produce and young.</p> <p>Experience animals of different types (<b>Vocab:</b> pets, farm, zoo, woodlands).</p> <p>Recognise &amp; name the features of an animal (<i>Visitors to school</i>).</p> <p>Care for animals. Visit to the farm.</p> <p><b>Minibeasts:</b></p> <p>Observe minibeasts and create minibeast hotel.</p> <p><b>Vocab</b> to describe types of land/diff names for the sea e.g. Land House Farm Countryside Town</p>	

## Pathway 2- Early Learning Goals- Early Years Foundation Stage

	<p><b>What makes us special?</b> Learn about friendships and feelings.</p> <p>Talk about <b>keeping others safe/hygiene</b>. (Pass the germ experiment).</p> <p><b>Vocab:</b> today, yesterday, now, past, birthday. Talk about 'past'.</p> <p><b>Order milestones &amp; events in own lives.</b></p> <p><b>Texts-</b></p> 	<p>Compare old and new toys.</p> <p>Compare two items that have the same purpose.</p> <p>Observe the differences between past &amp; present.</p> <p><b>Learn new vocab</b> (switches, batteries, power, push, pull, changed, old, modern).</p> <p><b>Texts-</b></p>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Who was in the stable that Christmas first of all? Jesus, Mummy Mary and Joseph standing tall Then there were some shepherds, two, and then two more To make it ten, three tired wise men,</p> </div>	<p>sandwiches and smoothies. Food tasting.</p> <p>Investigate how food changes over time and use the related <b>vocab:</b> i.e. food, decay, melting, freezing foods.</p> <p><b>Other vocab</b> to describe types of land/different names for the sea/food, e.g. land, house, farm, countryside, town, beach, coast, sea, ocean, heated, cooled, etc (as above).</p> <p><b>Texts-</b></p> 	<p>Draw/make <b>maps</b> of our local area.</p> <p>Learn our <b>addresses</b>.</p> <p>Talk about different types of home and name them. Talk about our own homes and who we live with and our extended family.</p> <p>Complete Road safety.</p> <p><b>People Who Help Us:</b></p> <p>Discuss the people in our local area that help us and the roles they have in the community.</p> <p>Show interest in the lives of people who are familiar to them (people who help us)</p> <p><b>Aspirations:</b> what we want to be when we grow up.</p> <p><b>Visitors to school- people who help us.</b></p> <p>Look at the <b>community/people</b> over a period of <b>time</b>.</p> <p>Compare changes in significant places locally.</p> 	<p>What does a plant need to grow?</p> <p>Talk about plants that we can eat.</p> <p><b>Plant investigation:</b> Record observations of plants. Plant sunflower seeds, potatoes.</p> <p>Grow/care and observe and talk about changes in plants.</p> 	<p>Beach Coast Sea Ocean.</p> <p><b>COMPASS POINTS:</b> Points on a compass. NSEW are opposites. <b>Vocab:</b> Full turn/Half Turn.</p>  
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## Pathway 2- Early Learning Goals- Early Years Foundation Stage

		<p>SEASONS THROUGH THE YEAR – experience each season/outdoor learning.</p> <p>TREES/PLANTS/ENVIRONMENT (USE PHOTOGRAPHS/COLLECTIONS).</p> <p>SIMILARITIES/DIFFERENCES</p> <p>LOCAL ENVIRONMENT WALKS AT DIFFERENT TIMES OF THE YEAR</p> <p style="text-align: center;"> <span style="margin: 0 20px;"></span> </p>					
	<p>Creative development</p> <p>Music</p> <p>(Following Charanga scheme)</p>	<p><b>Me !</b></p> <p>Collages and self portraits</p> <p>All about me bags</p>	<p><b>My stories</b></p> <p>Making pictures from children photo's from birth</p>	<p><b>Everyone !</b></p> <p>Diversity – link to SMSC</p> <p>People from around the world</p>	<p><b>Our world</b></p> <p>Music from around the world</p> <p>Listening to different world music</p>	<p><b>Big bear funk</b></p> <p>Woodland walks collecting different items 'We are going on a bear hunt'</p> <p>Making music in the woods using sticks and pans</p>	<p>Reflect, rewind, replay</p> <p>Or</p> <p>Hey you!</p> <p>Meditation</p> <p>Yoga</p> <p>Scent smelling</p>

## Pathway 2- Early Learning Goals- Early Years Foundation Stage

TERM	CORE RHYMES
<b>Autumn 1</b>	Incy wincy spider Miss Polly had a dolly. Head, shoulders, knees, and toes Wind the bobbin up
<b>Autumn 2</b>	Twinkle, twinkle little star. Jingle bells Away in a manger When Santa got stuck up the chimney Christmas pudding We wish you a merry Christmas
<b>Spring 1</b>	Hickory, dickory dock Row, row, row your boat Baa baa black sheep I'm a little teapot
<b>Spring 2</b>	3 green and speckled frogs Chick, chick, chick, chick chicken Little Peter rabbit 5 eggs and 5 eggs Hot cross buns
<b>Summer 1</b>	3 little ducks Humpty Dumpty Old Macdonald If you're happy and you know it
<b>Summer 2</b>	12345 once I caught a fish alive. Tiny turtle Round and round the garden The wheels on the bus
<b>Summer holidays</b>	2 little dickie birds Hey diddle, diddle! This little piggy went to market. See-saw Margery Daw

# **APPENDIX THREE**

### Appendix Three- Pathway 3 – Subject specific pathway-Progression steps

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots	
Lead Subjects	Geography	History	Science	History	Science	Science	
	Hot and cold areas of the world	Events beyond living memory- Great Fire of London	Plants- basic structures and observing growth over time	Changes within living memory	Everyday materials – naming of materials and their properties	Human body and senses	
	Science	Design and Technology		Art and Design	Geography	Music	
	Common animals other than humans and their basic structure	Mechanisms – pop ups and simple card levers	Food- preparing and combining foods	Self- Portraits – drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	Fieldwork in the school	Experimenting with and creating musical patterns	
	Art and Design	Music	Art and Design	Geography	Design and Technology		
	Drawing in pastel developed into 3D using clay	Using voices expressively – singing songs, speaking changes and rhymes	Observational drawings and paintings developed into printmaking	UK countries and capital cities	Structures- stability and strength		
Additional Subjects	PSHE	Art and Design		Music	Art and Design		
	History				Music	Design and Technology	
	Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)						
	IT- text and images	IT- digital skills	CS/ IT- computational thinking	IT / DL – recognise common uses of IT beyond school / hardware	IT- digital research	CS – programming	
	Maths						
	Additional opportunities for contextual learning and using and applying mathematics planning should be used for discrete maths lesson						
English	English						
	Stories by the same author, Non-chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings, Non- fiction booklets. Traditional rhymes	Stories with fantasy settings Poems to learn by heart Recounts	
Ongoing	Science	Geography	Physical Education	eSafety	English		
	Nature and field journals- observations over time of seasonal changes, plants, weather and length of the day		Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance .		

### Pathway 3 – Subject specific pathway-Progression steps

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind In the Willows	Buckets and Spades
Lead Subjects	History	Science	History	Science	Science	Science
	Significant places in their own locality (including schools and playgrounds)	Events beyond living memory- Great Fire of London	Significant people- Neil Armstrong and Christopher Columbus	Human health and nutrition: requirements for plant growth	Living things and habits	Uses of everyday materials – suitability of different materials for different uses
	Geography	Art and Design	Geography	Design and Technology	Geography	History
	Small area of the UK – where I live and play	Figure drawing with proportions using wooden figures developed in clay	Small area in a contrasting non-European country	Food-the eatwell plate, where food comes from, principles of a healthy diet	Seasonal and daily weather	Experimenting with and creating musical patterns
	Art and Design	Music	Design and Technology		Design and Technology	Art and Design
	Drawing and painting of local area developed in print making	Rehearse and perform with others, stating and finishing together and keeping a steady pulse	Observational drawings and paintings developed into printmaking		Textiles – using s template, simple joining, choices of materials	Collage using papers, fabric materials, driftwood
	Music				Music	
Listening- experiencing how sounds can be made in different ways				Listening – know how music is used descriptively for a particular purpose		
Additional Subjects	PSHE	Physical Education	Music	Art and Design	Art and Design	
	History			Music		
	Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)					
	IT- sound/multimedia	DL- electronic communication	CS- computational thinking /programming	IT – data handling	IT- presenting information	CS – programming
<b>Maths</b>						
Additional opportunities for contextual learning and using and applying mathematics planning should be used for discrete maths lesson						
English	<b>English</b>					
	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recounts: letters Classic poems	Story as a theme Explanations Poems on a theme
Ongoing	Science	Geography	Physical Education	eSafety	History	English
	Nature and field journals- observations of plants and animals in their local environment throughout the year		Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safety and responsibly	Black History Month (Rona Parks/ /Mary Seacole)	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance.

### Pathway 3 – Subject specific pathway-Progression steps

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home	Healthy Humans	Rock and Roll	The Iron Man	What the Roman's Did for Us	How does Your Garden Grow?
Lead Subjects	Geography	Science	Science	Design and Technology	History	Science
	The region where I live (UK) OS Mapwork plus fieldwork in their local area	Nutrition, diet and movement and the skeleton	Rocks and fossils	Mechanical systems – levers and linkages	Roman Britain	Plants- functions or parts and plants growth
	History	Design and Technology	History	Science	Geography	Design and Technology
	Local history	Food- simple dish- the Eatwell plate	Ancient Britian	Forces and magnets	A region in the UK- Lake District	Structures – shell/frame Structures and strengthening
		Art and Design	Geography	Music	Art and Design	
		3D clay or textile sculptures	Key aspects of volcanoes and earthquakes	Performing- practise, rehearse and present a performance	Painting on plaster: mosaics and digital mosaics	
Music		Physical Education				
Creating- experimenting with and creating musical patterns and dance	Art and Design	Observational drawings of fossils developed into print	Games- performing in an athletic event (Gladiator games)			
Additional Subjects	PSHE	Physical Education	Music	Art and Design	Music	Art and Design
<b>Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)</b>						
	IT- movies / multimedia	CS- programming / computational thinking	IT/ DL – digital research	CS- programming / hardware	DL / CS = communication and collaboration / networking	IT- presenting information
<b>Maths</b>						
Additional opportunities for contextual learning and using and applying mathematics planning should be used for discrete maths lesson						
English	<b>English</b>					
	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Stories as a theme	Novel as a theme Recount: diaries	Playscripts Non- Chronological reports	Classic poetry, Mystery / Adventure / Fantasy stories, Explanations
Ongoing	Science	Physical Education	eSafety	English		
	Standalone unit on light- shadows and reflections	Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastics, athletic and outdoor games.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance.		



### Pathway 3 – Subject specific pathway-Progression steps

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sparks Might Fly!	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
Lead Subjects	Science	History	Science	Geography	Science	Science
	Electricity – series circuits, switches, conductor, insulator	A theme in British history beyond 1066- The Great Plague of 1655	Teeth and the digestive system	Contrasting region in a European country	States of matter	Habitats – grouping and classifying plants and animals
	Design and Technology	Geography	Art and Design	Design and Technology	Geography	Design and Technology
	ICT and electrical systems – control and electrical components	Rubbish and recycling- environmental study	Drawing and painting of still life into 3D sculpture	Textiles – seams, stiffening and strengthening, materials and fastening	Key aspects of rivers	Food- simple savoury food and cooking techniques
	Music	Art and Design		Music	History	
Creating- explore, choose, combine and organise and musical ideas using an electronic sound source	3D clay or textile sculptures	Listening to music from different cultures, experience how music is produced in different ways	Ancient Egypt (including the River Nile)	Art and Design	Abstract painting; relief paintings, large and small scale with textures	
Additional Subjects	PSHE	Physical Education	Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)			Art and Design
	CS- programming / hardware	IT- data handling	IT- graphics and images/ modelling and stimulation	IT- sounds / multimedia	IT / DL – digital research	CS – computational thinking
	<b>Maths</b>					
	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	<b>English</b>					
	Stories with fantasy settings Explanations Film and playscripts	Fairy Tales Classic poetry Recount: Newspaper	Stories with issues and dilemmas Persuasions	Novel as a theme Non- chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
Ongoing	Science	Physical Education	eSafety	English		
	Standalone unit on sound	Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastics, athletic and outdoor games.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance.		

### Pathway 3 – Subject specific pathway-Progression steps

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Lead Subjects	Geography	Geography	Science	History	Geography	History
	Electricity – series circuits, switches, conductor, insulator	World food – where does food come from?	Earth and Space	Early Islamic civilization – Baghdad C AD900	Contrasting region – Amazon Basin, rainforest, biomes	Ancient Greece (including sport)
	Music	Design and Technology	Music	Design and Technology	Science	Science
	Listening to and performing	Food- food from another culture variety of cooking techniques	Listening to high quality recorded music and how musical elements can be used to create, i.e. film, music	Mechanical systems – cams, pulley and gears	Life cycle changes in animals and plants; naturalist (e.g. David Attenborough)	Animals including humans, growth and development of humans PLUS exercise and the circulatory systems
	History	Science	Art and Design	Science	Design and Technology	Art and Design
	Creating- explore, choose, combine and organise and musical ideas using an electronic sound	Materials – reversible and irreversible changes		Forces and falling objects	3D Textiles – using gussets, using patterns, joining with seam allowance, combining fabrics	
	Physical Education	Dance- perform a traditional dance from the UK or beyond	Drawing and painting developed into abstract textured paintings	Music	Art and Design	Music
			Painting/developed into printmaking/collage and digital art		Creating – improvise, develop and perform rhythmic compositions using graphic notation	
Additional Subjects	PSHE	Art and Design		Music	Music	Physical Education
	Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)					
	IT- data handling	DL / CS – collaboration / networking	IT – modelling	CS – programming / computational thinking	IT – multimedia	CS – programming
Maths						
Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.						
English	English					
	Legends Persuasions	Stories with historical settings Film and playscripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine : information texts hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Ongoing	Science		Physical Education	eSafety	English	
	Standalone unit on material properties – comparative / fair tests of everyday materials This could be a theme for a science week over four or five afternoons		Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games etc	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safety and responsibly	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance.	

### Pathway 3 – Subject specific pathway-Progression steps

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth	Oh! I Do Like To Be Beside the Seaside	
Lead Subjects	Science	Music	Science	Science	Design and Technology	
	Electricity – series circuits, switches, conductor, insulator	World food – where does food come from?	Earth and Space	Early Islamic civilization – Baghdad C AD900	Contrasting region – Amazon Basin, rainforest, biomes Ancient Greece (including sport)	
	Physical Education	Physical Education	Design and Technology	History	History	
	Listening to and performing	Food- food from another culture variety of cooking techniques	Listening to high quality recorded music and how musical elements can be used to create, i.e. film, music	Mechanical systems – cams, pulley and gears	Life cycle changes in animals and plants; naturalist (e.g. David Attenborough)	
	Art and Design	Science			Art and Design	
	Creating- explore, choose, combine and organise and musical ideas using an electronic sound	Materials – reversible and irreversible changes			3D Textiles – using gussets, using patterns, joining with seam allowance, combining fabrics	
	Geography	Art and Design			Music	
Dance- perform a traditional dance from the UK or beyond				Creating- explore, choose and organise musical structures e.g. composing a rap		
				Geography		
Additional Subjects	PSHE		Art and Design	Music	Human geography, land use, economic activity, OS mapwork	
			Music		Science	
	Computing – Information Technology (IT), Computer science (CS), Digital Literacy (DL)					
	IT / DL – digital research	IT- multimedia	CS – computational thinking	IT / CS / DL – digital research, communication and collaboration / networking	IT / CS / DL – digital research, communication and collaboration / networking	CS – programming / computational thinking/ hardware
Maths						
Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.						
English	English					
	Novel as a theme Biography	Classic fiction Poetry – Songs and lyrics Persuasion: A formal review	Older Literature Information text hybrid Poetry with imagery	Detective / crime fiction Explanations	Short stories with flashbacks Discussions and debate Classic narrative poetry	Novel as a theme Recount : autobiography Poems on a theme
Ongoing	Physical Education			eSafety	English	
	Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities.			Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safety and responsibly	Spelling and handwriting should be taught discreetly. Refer to the key learning in writing document for progression guidance.	

### Pathway 3 – Subject specific pathway-Progression steps

Ribble Autism School Literacy Curriculum Mapping See full SOW for more details-saved on Shared Drive						
Autumn term		Spring Term		Summer Term		
HT1	HT2	HT3	HT4	HT5	HT6	
Y1	Stories by the same author Non-chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Stories with fantasy settings Poems to learn by <a href="#">heart</a> Recounts
Y2	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic poems	Story as a theme Explanations Poems on a theme
Y3	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Classic poetry Mystery / Adventure / Fantasy stories Explanations
Y4	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
Y5	Legends Persuasion	Stories with historical settings Film and play <a href="#">scripts</a> Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Y6	Novel as a theme Biography	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Older literature Information text hybrid Poems with imagery	Detective / crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme

<b>Ribble Autism School Numeracy Curriculum</b>					
Small steps documents available for White Rose Maths Progression is based on age-related expectations and there will be a need to personalise the curriculum for each young person taking into account prior learning and their profile.					
<b>Autumn term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
<b>WHITE ROSE EYS</b>	Just like me: Number - match, compare & sort SSM – comparing mass, size and capacity, exploring pattern	Alive in 5! Number – introducing zero, comparing numbers to 5, composition of 4 & 5 SSM – Compare mass, compare capacity	To 20 and beyond Number – Building numbers beyond 10, Counting patterns beyond 10 SSM – Spatial reasoning, match, rotate, manipulate		
	It's me 1,2,3!: Number- representing, comparing, composition of 1,2,3 SSM- Circles & triangles, positional language	Growing 6,7,8 Number – 6,7,8, combining 2 amounts, making pairs SSM – Length & Height, time	First then now Number – Adding more, taking away SSM – Spatial reasoning, compose and decompose		
	Light & dark Number- Representing numbers 1 to 5, one more and less SSM- shapes with 4 sides, time	Building 9 and 10 Number – Counting to 9 & 10, comparing numbers to 10, bonds to 10 SSM - 3D shapes, patterns	Find my pattern Number – Doubling, Sharing & grouping, even and odd SSM – Spatial reasoning, visualise & build  On the move Number – Deepening understanding, Patterns and Relationships SSM – Spatial reasoning, Mapping		

### Pathway 3 – Subject specific pathway-Progression steps

Ribble Autism School Science Curriculum See fill SOW for more details saved on the shared drive						
Autumn term		Spring Term		Summer Term		
HT1	HT2	HT3	HT4	HT5	HT6	
Y1	<u>Penguins Pigs and Possums</u> Common animals other than humans and their basic structure	<u>Fire! Fire!</u>	<u>Growth and Green Fingers</u> Plants-basic structure and observing growth over time	<u>Family Album</u>	<u>The Great Outdoors</u> Everyday materials-naming of materials and their properties	<u>Robots</u>
	Ongoing aspects- Science and Geography- nature and field journals, observations over time seasonal changes, plants, weather and length of day Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)					
Y2	<u>The Place Where I Live</u>	<u>Fighting Fit</u> Humans-what humans need to survive, human growth and exercise	<u>Explorers</u>	<u>The Farm Shop</u> Human health and nutrition; requirements for plant for growth	<u>Wind in the Willows</u> Living things and their habitats	<u>Buckets and Spades</u> Uses of every day materials-suitability of different materials for particular uses
	Ongoing aspects- Science and Geography- nature and field journals, observations of plants and animals in their local environment throughout the year Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)					
Y3	<u>There's No Place Like Home</u>	<u>Healthy Humans</u> Nutrition, diet and	<u>Rock and Roll</u> Rocks and fossils	<u>The Iron Man</u> Forces and magnets	<u>What the Romans Did For Us</u>	<u>How Does Your Garden Grow?</u>

		movement and the skeleton				Plants- functions or parts and plant growth
	Ongoing aspects- Science - Standalone unit on light-shadows and reflections. Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)					
Y4	<u>Sparks Might Fly!</u> Electricity-series circuits, switches, conductors, insulators	<u>The Great Plague</u>	<u>The Art of Food</u> Teeth and the digestive system	<u>Passport to Europe</u>	<u>Water, Water Everywhere</u> States of Matter	<u>Hunted</u> Habitats- grouping and classifying animals
	Ongoing aspects- Science - standalone unit on sound Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)					
Y5	<u>A Kingdom United</u>	<u>Food, Glorious Food!</u> Materials-reversible and irreversible changes	<u>Earthlings</u> Earth and Space	<u>Inventors and Inventions</u> Forces and falling objects	<u>Amazon Adventure</u> Life cycle changes in animals and plants; naturalists	<u>Faster, Higher, Stronger</u> Animals including humans- growth and development of humans PLUS exercise and circulatory system

	Ongoing aspects- Science- standalone unit on material properties- comparative/fair tests of everyday materials (this could be a theme for a science week over five afternoons) Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)				
Y6	<u>Survival!</u> Evolution and inheritance adaption, survival, of the fittest, reproduction and passing traits	<u>Britten's Got Talent?</u>	<u>Heroes and Villains</u> Famous scientists and their contributions to the world	<u>Super Sleuth</u> Classification including subdivisions for vertebrates and invertebrates	<u>Oh! I Do Like To Be Beside the Seaside</u> Electricity
	Ongoing aspects- PE (see mapping), eSafety and English- Spelling and handwriting should be taught discretely (refer to full sow)				



**Pathway 3 – Subject specific pathway-Progression steps**

<b>Ribble Autism School Humanities Curriculum</b> See fill SOW for more details saved on the shared drive						
<b>Autumn term</b>		<b>Spring Term</b>		<b>Summer Term</b>		
<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>	
<b>Y1</b>	<u>Penguins Pigs and Possums</u> Geography- Hot and cold areas of the world	<u>Fire! Fire!</u> History- Events beyond living memory- Great Fire of London	<u>Growth and Green Fingers</u>	<u>Family Album</u> History- Changes within living memory  Geography- UK countries and capital cities	<u>The Great Outdoors</u> Geography- Fieldwork in the school grounds	<u>Robots</u>
	Science/Geography- On going- Nature and field journals – Observations over time of seasonal changes, plant, weather and length of day					
<b>Y2</b>	<u>The Place Where I Live</u> History- Significant places in their own locality (including schools and playgrounds)  Geography- Small area of the UK- where I live and play	<u>Fighting Fit</u>	<u>Explorers</u> History- Significant people – Neil Armstrong and Christopher Columbus  Geography- Small area in the contrasting non-European country	<u>The Farm Shop</u>	<u>Wind in the Willows</u> Geography- Seasonal and daily weather	<u>Buckets and Spades</u> History- Events beyond living memory or places in their locality – the seaside then and now
	Science/Geography- On going- Observations of plants and animals in their local environment throughout the year History- Black History Month (Rosa Parks/Mary Seacole)					

Y4		History- A theme in British history beyond 1066 – The Great Plague of 1665  Geography- Rubbish and recycling – environmental study		Geography- Contrasting region in a European country	Geography- Key aspects of rivers  History- Ancient Egypt (including the River Nile)	
Y5	A Kingdom United Geography- UK cities, countries and key features – research  History- Britain's settlement by Anglo-Saxons and Scots (including places names)	<u>Food, Glorious Food!</u> Geography- World food- Where does food comes?	<u>Earthlings</u>	<u>Inventors and Inventions</u> History- Early Islamic civilization- Bagdad c AD900	<u>Amazon Adventure</u> Geography- Contrasting region- Amazon Basin, rainforest, biomes	<u>Faster, Higher, Stronger</u> Ancient Greece (including sports)
Y6	<u>Survival!</u> Geography- World's countries and key features	<u>Britten's Got Talent?</u>	<u>Heroes and Villains</u>	<u>Super Sleuth</u> History- Viking and Anglo- Saxon struggle for the Kingdom of England	<u>Oh! I Do Like To Be Beside the Seaside</u> History- Aspects of British history beyond 1066- leisure and entertainment  Geography- Human geography, land use, economic activity, OS mapwork	

**Pathway 3 – Subject specific pathway-Progression steps- physical Education**

<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Invasion Games</b>	<b>Invasion Games</b>	<b>Net/Wall Games</b>	<b>Target &amp; Creative Games</b>	<b>Striking and Fielding Games</b>	<b>Striking and Fielding Games</b>
<b>Dance Activities</b>	<b>Dance Activities</b>	<b>Gymnastic Activities</b>	<b>Gymnastic Activities</b>	<b>Outdoor &amp; Adventurous Activities</b>	<b>Athletic Activities</b>
<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>

**Pathway 3 – Subject specific pathway-Progression steps- PSHE and RSE**

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful	Recognising respectful behaviour; the importance of self-respect; courte-	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

	behaviour	sy and being polite						
Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



## **The Ribble Autism School SMSC Calendar 2023/2024**

### **SMSC**

At The Ribble Autism School, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve, explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.
- These attributes also contribute to our understanding of British Values.

We therefore, provide an education that allows children opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, positive and caring attitude towards other people, an understanding of their social and cultural traditions and appreciation of the diversity and richness of different cultures. We ensure that children understand how the culture(s) in which they live influences individual thinking. All curriculum areas contribute to the child's spiritual, moral, social and cultural development and opportunities to achieve this are planned in each area of the curriculum. Staff model and promote expected behaviour, treating all people equally as unique and valuable individuals, showing concern and respect for the children and their families. All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as possible. The school community is a place where children find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Implementation of SMSC takes place across all curriculum areas, within activities encouraging children to recognise the spiritual dimension of their learning, reflecting on the significance of what they are learning, and recognising any challenges that there may be to their own attitude and lifestyle. Teaching across the school focuses on skills and attitudes enabling children to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. Through class discussions the children have the opportunity to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs, share thoughts and feelings with other people.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others, considering others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.

SMSC Calendar 2023-2024

Celebration Day/Week	Date	Staff Assigned
International Literacy Day	8 Sept 2023	
World's Biggest Coffee Morning	30 <sup>th</sup> September	
World Animal Day	4 <sup>th</sup> October	
BBC Children in Need	18 <sup>th</sup> November	
Anti-Bullying Week, Cyber Bullying	14- 18 <sup>th</sup> November	
Christmas Jumper Day	9th December	
World Religion Day	15 <sup>th</sup> January	
Chinese New Year 2022 - Year of the Rabbit	23 <sup>rd</sup> January	
STEM Week	6 <sup>th</sup> – 12 <sup>th</sup> February	
Valentine's Day	14 <sup>th</sup> February	
Pancake Day/Shrove Tuesday	21st February	
World Maths Day	23rd March	
World Autism Awareness Day	3 <sup>rd</sup> April	
World Book Day	21 <sup>st</sup> April	
National Walking Month link to a charity	May 2024	
World environment Day	5 <sup>th</sup> June	