

Curriculum

Respect
Equality
Self-worth
Partnership
Enjoyment
Communication
Trust



Lime Academy Ravensbourne Curriculum

- At Lime Academy Ravensbourne we offer a bespoke curriculum that meets the individual academic, emotional, social, communication, sensory and physical needs of all our learners.
- Our curriculum is focused on stage rather than age.
- We aim to enable each individual learner to achieve the fullest degree of personal autonomy and have an equal opportunity to reach their maximum potential and have as much personal independence as possible within a multicultural society.
- We develop each individual learner's knowledge, experience, and imaginative understanding so that they can be a contributing member of their social group.
- We provide an educational framework within which the individual's self-identity is nurtured, enabling them to achieve the highest possible standards in all areas, with opportunities to achieve recognised accreditation where appropriate.
- We work closely with parents/carers ensuring that all aspects of learner progress are fully inclusive, shared and supported.
- We pursue excellence in all activities within school including therapeutic, play and life-long learning opportunities.
- We create a well organised learning environment that is challenging, stimulating and based on fun and enjoyment.
- We recognise that learners with special educational needs have unique abilities and ways of learning. Our learner-centred curriculum aims to provide a framework that will enable our learners to develop the skills or behaviours they require to learn effectively and enable them to enjoy the best possible quality of life as well as preparing them for adulthood. We plan for future outcomes and put targets and strategies in place to equip our learners with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.
- Our curriculum strives to be responsive to each learner and build on individual strengths and interests. A thematic topic cycle is used to support a balanced range of stimulating contexts for learning through different experiences, themes and settings.
- We aim to provide a broad and balanced curriculum, which is tailored around the needs of each learner. Every next step must be part of a functional and meaningful path for that young person, not part of a pre-programmed or linear route.
- We believe that the curriculum should be a direct response to each learner's needs and organised in a way that is most pertinent for each individual. Through careful observation, assessment and building positive relationships the learners can show us the right learning journey for them.
- Our curriculum builds on strengths/areas of interest and develops skills through exciting and meaningful learning experiences.
- Learning will be brought to life through experiences involving all the senses.
- We promote learner voice through a total communication approach that includes the use of the correct combination of communication methods to support communication development such as non-verbal and verbal communication including touch, visual, auditory, object and environmental cues, body signing, facial expression, body language, gesture, use of props or objects, sign language, photos, pictures, symbols, signs, communication books, sound, vocalisations and key spoken language in order to communicate a message.
- Our aim is to equip our learners with the skills to be involved and to make life choices.
- We facilitate a safe and secure learning environment, whilst working with a range of professionals to support our learners and their families' safety and wellbeing.
- We personalise learning programmes to develop social and communication skills through a variety of learning experiences both in school and in the community. We believe in and practice inclusive values for all children, and we hold equally high aspirations and expectations for all the learners who attend

Values: RESPECT

At Lime Academy Ravensbourne our personalised curriculum is reflected through our 'RESPECT' Values:

Respect - Treating everyone with dignity, fairness, equality and respect

Equality – All learners are included in all aspects of school life

Self-Worth - comes from self-understanding, self-love, and self-acceptance. It's a state that is somewhat timeless and unchanging because it's a direct measure of how you value and regard yourself

Partnership- We believe by creating a partnership between all stakeholder's learners will strive in succeeding throughout their learning journey

Enjoyment- Providing a fun and stimulating environment and ensuring learners are enjoying their education

Communication - A whole-school approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff.

Trust – As a school everything we do is based on trust. Trust that all learners learning, and needs are catered for and that all staff trust in each other to provide a learner centred approach to learning.

Curriculum Progression

We believe that one of the central aims of the educational opportunities we deliver is to enable the learner who arrive at the school to leave as young adults who are as independent as possible. To help achieve this it is essential to recognise that irrespective of the learner's level of ability the provision available throughout the school as they become older needs to reflect their changing age. This is achieved by ensuring that the work provided is developmentally appropriate in terms of both the learning contexts and the resources used, that teaching and social areas are designed to reflect changing interests and social dynamics and that the curriculum provided adapts to the changes in emphasis and priority

- Learners in early years follow the EYFS curriculum, adapted as needed to meet their individual needs. We follow the EYFS approach of learning through planned, purposeful play and a mixture of adult-led and child-initiated activity.
- Learners in our pre Formal and Semi-Formal pathways follow a sensory-based curriculum, taught through 4 key areas of learning that provides them with opportunities to develop their skills and widen their experiences through a range of topics and experiences.
- Learners on the Formal pathway follow a modified version of the national curriculum, working on a wide range of subjects in practical, engaging ways.
- Our 'Post 16' Learners continue to follow their individual pathways but in addition focus on vocational skills and life skills and are provided with opportunities to take part in age-appropriate activities and to develop their social and independence skills. We prepare our learners for adulthood by giving them opportunities to make responsible choices, supported as needed by school staff whilst developing their independence.

Learner Progress

- Every learner has their own personalised learning goals that are small steps targets that lead to the long-term outcomes on their EHCP. Progress towards these is measured continuously over time.
- Small step progress for learners on the Pre-Formal and Semi-Formal Explore pathways progress will be assessed using the Engagement Model.
- Small step progress for learners on the Semi-Formal Challenge and Formal pathways progress will be assessed using MAPP 2.
- We use Evidence for Learning to record, track and assess progress.

Our Pathways

Pre-formal

Semi-formal:

- Explore
- Challenge



Shaping lives, a lesson at a time...

Pre-Formal

ENGAGEMENT						
EXPLORATION	PERSISTANCE		REALISATION	INITIATION		ANTICIPATION
THEMATIC CYCLE	EYFS					EHCP/ PLG
	MY COMMUNICATION	MY THINKING	MY BODY	MY WELL BEING		
	POST 16 - VOCATIONAL SKILLS / LIFE SKILLS/ Pfa					

Semi-Formal Explore

ENGAGEMENT						
EXPLORATION	PERSISTANCE		REALISATION	INITIATION		ANTICIPATION
THEMATIC CYCLE	EYFS					EHCP/ PLG
	MY COMMUNICATION	MY THINKING	MY WORLD	MY BODY	MY WELL BEING	
	POST 16 - VOCATIONAL SKILLS / LIFE SKILLS/ Pfa					

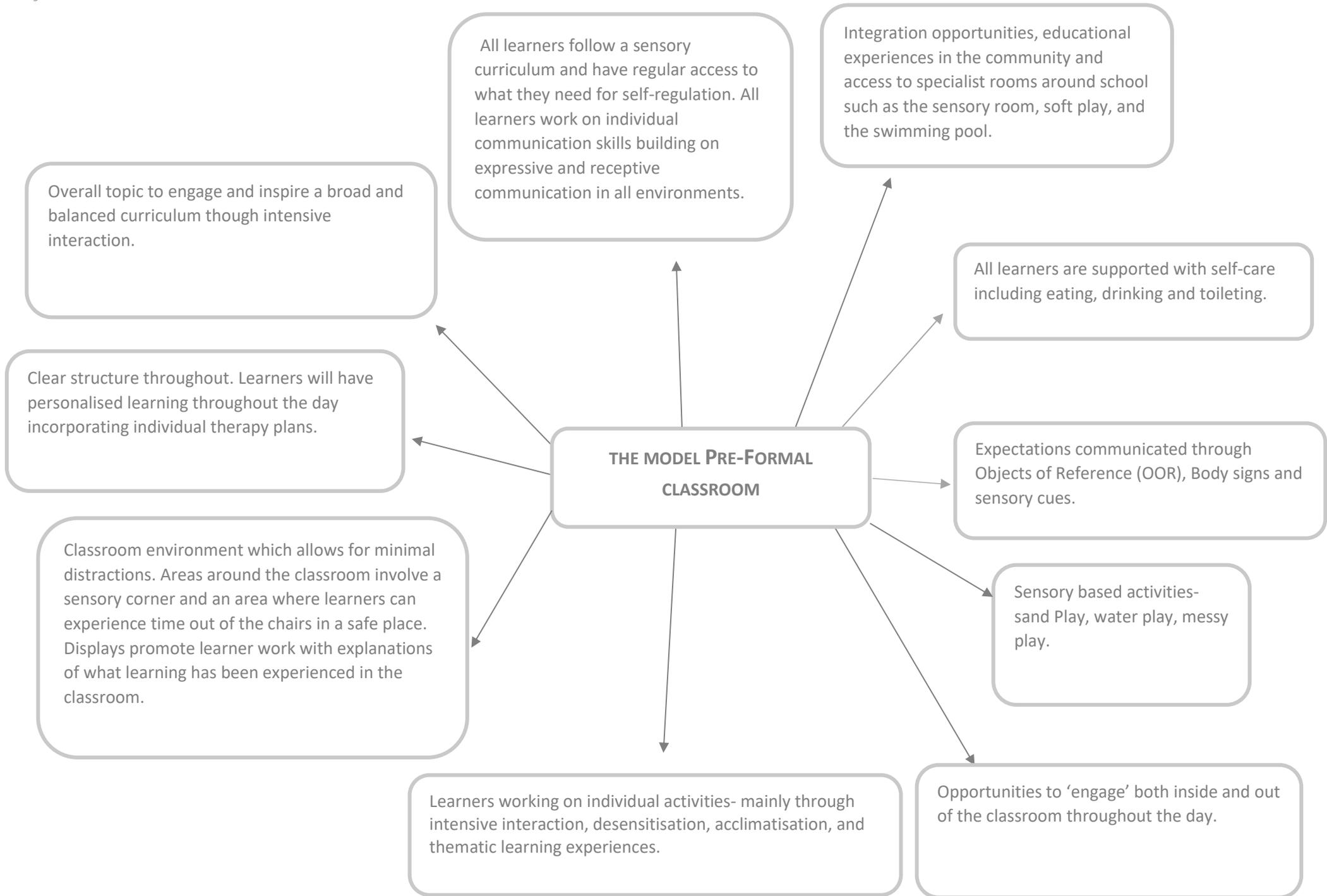
Semi-Formal Challenge

MAPP							
PROMPTING	FLUENCY		MAINTENCE		GENERALISATION		
THEMATIC CYCLE	EYFS						EHCP/ PLG
	ENGLISH (incl. Communication)	MATHS	MY WORLD	MY CREATIVITY	MY PHYSICAL DEVELOPMENT	MY WELL BEING	
	POST 16 - VOCATIONAL SKILLS / LIFE SKILLS/ Pfa						

Respect
Equality
Self-worth
Partnership
Enjoyment
Communication
Trust



Pre-formal Pathway



Pre-Formal Pathway

PRE-FORMAL: Learners on this pathway have severe learning difficulties alongside complex physical, medical, or behavioural needs. We will provide them with opportunities to develop early communication, physical, social, and emotional and cognitive skills that are the foundation of learning. Learners are not yet engaged in subject specific learning and there is a clear emphasis on a multi-sensory approach.

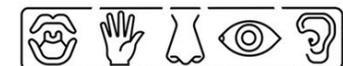
Our pre-Formal curriculum is delivered through a thematic based approach with many opportunities for cross curricular learning. Independence and learner voice is at the core of the curriculum and learners are given many opportunities to problem solve and explore for themselves.

They will be assessed using the 5 areas of Engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess learners' engagement in developing new skills, knowledge, and concepts in the school's curriculum by demonstrating how learners are achieving specific outcomes. They represent what is necessary for learners to fully engage in their learning and reach their full potential.

PRE-FORMAL CHARACTERISTICS	PERSON CENTERED APPROACH	ASSESSMENT	STRATEGIES
<ul style="list-style-type: none"> ❖ Pre-intentional communication ❖ Pre-volition ❖ Premotor intentional ❖ Contextual awareness in known situations ❖ Early problem-solving skills ❖ Early preferences ❖ Learnt responses in familiar routines 	<ul style="list-style-type: none"> ❖ Therapies ❖ SMSC ❖ PBSP ❖ Personal Learning Goals (PLG's) ❖ Experiential learning ❖ EHCP ❖ Physical development and postural management ❖ Allow processing and response time ❖ Sensory profiles 	<ul style="list-style-type: none"> ❖ EHCP Outcomes ❖ Evidence for Learning ❖ Engagement Model 	<ul style="list-style-type: none"> ❖ Multi-sensory learning experiences ❖ Development of joint attention ❖ Building tolerance ❖ Visual supports ❖ Intensive interaction ❖ Total communication approach ❖ Active exploration and engagement ❖ Thematic learning that provides learning contexts and experiences ❖ Promotion of learner voice ❖ Sensory Cues/Objects of Reference (OOR) ❖ Desensitisation, Acclimatisation





Pre-Formal: My Communication (Speaking and Listening)

Aims: why	<ul style="list-style-type: none"> • To gradually increase the amount and type of key information they can process, understand, and respond to support them to develop a functional means of communication. • To increase engagement and expand their academic progress. • To develop an awareness of their surroundings and the world around them. • To promote the learners voice to empower them to make their wants and needs known. • To provide a tool to develop each learner's voice and functional language skills. • To develop independence and reduce dependency on adults in preparation for adulthood.
Content: what	<ul style="list-style-type: none"> • Learners will be supported to develop their receptive and expressive communication skills through a range of personalised activities and tasks. • Learners will be encouraged to explore their voice through vocalisations. • A total communication approach is used to help learners form connections and to engage in successful and meaningful interactions. A combination of methods is used to reinforce and strengthen meaning for the individual and to enable them to access their learning environment. • Learners will be supported to develop their communication by exploring different communication methods to supplement and enhance their learning, expand their breadth of vocabulary to enable them to communicate effectively with others. • By focusing on Expressive and Receptive language we ensure learner voice is at the forefront of learning.
Implementation: how	<ul style="list-style-type: none"> • A variety of strategies will be used to promote both expressive and receptive communication including: Intensive Interaction, TAC PAC, Sensory Cues, Objects of Reference, Body signs, Symbols, Visuals, Augmentative and Alternative Communication, Now and Next, Makaton, SaLT targets, Eye Gaze.



Pre-Formal: My Communication Skill Development

Receptive	Expressive
<ul style="list-style-type: none"> ➤ Turn toward a familiar sound. ➤ Locate the source of sounds. ➤ Listen, distinguish and respond to different intonations and sounds of voices. ➤ React in interaction with others by smiling, looking and moving. ➤ Quietens or alerts to the sound of speech. ➤ Looks intently at a person talking, but stops responding if speaker turns away. ➤ Listens to familiar sounds, words, or finger plays. ➤ Shows fleeting attention. ➤ Responds to own name. ➤ Starts to respond to familiar every day sounds/ contextual clues, e.g. familiar gestures, words and sounds. ➤ Begins to locate the source of a familiar person's voice. ➤ Recognise and are calmed by a familiar and friendly voice. ➤ Watches someone's face as they talk. ➤ Is startled by loud noises. ➤ Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. 	<ul style="list-style-type: none"> ➤ Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. ➤ Makes own sounds in response when talked to by familiar adults. ➤ Practises speech sounds (babbling) to communicate with adults. ➤ Begins to imitate different sounds. ➤ Try to copy adult speech and lip movements. ➤ Reacts to different stimuli by moving and vocalising in a way that can be interpreted as communicative. ➤ Learners act on the environment around them by looking, reaching, pushing, hitting, etc, in a way that can be interpreted as communicative. ➤ Reach or point to something they want while making sounds. ➤ Begins to express self through physical action and sound. ➤ Learners begin to display some consistent behaviours towards communication. ➤ Learners start communicating intentionally by seeking attention through eye contact, gesture or action.



Pre-Formal: My Thinking

(incl. Maths, Reading, Writing, Science, Computing, Technology, Music, the Arts)

Aims: why	<ul style="list-style-type: none"> • The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. • The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. • We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work. • We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills. • We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities. • Learners will be exposed to the creative arts to help develop their confidence, communication, and social interaction. • We will develop learners' ability to attend and focus for increasing periods of time to allow them to actively engage in the world around them.
Content: what	<ul style="list-style-type: none"> • Learners will be given opportunities to explore and respond to objects. • Learners will develop an understanding of cause and effect. • Learners will develop an understanding of object permanence. • Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. • Learners will engage in learning that centres around sensory activities, including food exploration. • Learners will engage in learning which links learning to their communities and the environment around them. • Learners will have the opportunities to explore different textures and media. • Learners will be given the opportunity to explore different sounds and environmental cues. • Learners will be exposed to a range of written text. They will be introduced to books and stories. • Learners will be encouraged to communicate through mark making. • Learners will have the opportunities to experience sensory and exploratory play.
Implementation: how	<ul style="list-style-type: none"> • A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes. • Real life experiences, ICT, concrete resources, singing songs, music and movement, exploration of a range of musical, instruments, 2D and 3D media, sensory exploration and play, cookery, experiments, arts and craft activities, Sensory stories, Tactile Books, Auditory Stories



Pre-Formal: My Thinking Skill Development

- Glances at a stimulus.
- Moves eyes, then head, to follow moving objects.
- Reacts with abrupt change when a face or object suddenly disappears from view.
- Looks around a room with interest; visually scans environment for novel, interesting objects and events.
- Smiles with pleasure at recognisable playthings.
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.
- Explores and experiments with a range of media through sensory exploration, using their whole body.
- Observes objects and their movements.
- Explores a range of objects to understand the world around them.
- Begins to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.
- Enjoys looking at books and other printed material with familiar people.
- Experiences a range of stories and rhymes.
- Learners engage in activities designed to develop both gross and fine motor skills.
- Explores a range of media and makes different marks.
- Learners experience aspects of numeracy through a variety of teacher led interactive activities.
- Learners explore the basic characteristics of simple shapes by feeling objects with the help of an adult.
- Learners are exposed to a range of different coloured objects and shapes.



Pre-Formal: My Body (incl. P.E)

Aims: why	<ul style="list-style-type: none"> • We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health. • We support learners to improve on their social and gross motor skills to enable them to develop greater independence. • The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours.
Content: what	<ul style="list-style-type: none"> • Learners will engage in a wide range of physical development sessions, including time in our hydrotherapy pool which allows for freedom of movement and development of core muscle strength. • Personal physio, OT and postural management care plans will be integrated into sessions across the school day. • Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be an independent as possible.
Implementation: how	<ul style="list-style-type: none"> • A variety of strategies will be used to support the learners with their physical development including: PE, Fine motor skills e.g., threading, pegging, cutting, gross motor skills e.g., soft play, hydrotherapy, OT plans, and Physio plans.



Pre-Formal: My Body Skill Development

- Turns head in response to sounds and sights.
- Gradually develops ability to hold up own head.
- Makes movements with arms and legs which gradually become more controlled.
- Rolls over from front to back, from back to front.
- Reaches out for, touches, and begins to hold objects.
- Explores objects with mouth, often picking up an object and holding it to the mouth.
- Expresses discomfort, hunger, or thirst.
- Anticipates food routines with interest.



Pre-Formal: My Wellbeing (incl. PSHE, RE, RSE and Citizenship)

Aims: why	<ul style="list-style-type: none"> • To support learners to achieve their potential by promoting their wellbeing and tackling issues that can affect their ability to learn. • To build on the learner resilience, whilst supporting them to maintain focus and shared attention. • To support learners to build healthy relationships with others. • To support learners to recognise changes to themselves and their body to allow them to develop their self-help skills and to support them to be as independent as possible. • To develop an understanding and respect for others. • To experience local cultural diversity and to develop an awareness of the spiritual, moral, social and cultural development within different communities. • To develop their knowledge, skills, understanding, resilience and reflection.
Content: what	<ul style="list-style-type: none"> • PSHE and SRE including learning about Relationships, Sex and Health, Health & Well-Being, Living in the Wider World and Relationships. • To explore the traditions and customs of a range of different religions and cultures. • Learners will be encouraged to engage in activities to support their wellbeing. • Learners will be encouraged to explore strategies they can use to support their physical and mental health, and to self-regulate to manage their feelings and behaviours. • To participate in activities to develop self-confidence, independence, self-esteem and resilience • To develop the skills needed to make meaningful relationships.
Implementation: how	<ul style="list-style-type: none"> • Community visits, shared and joint attention activities, social interactions, games, turn taking, role play, TACPAC, sensory activities.



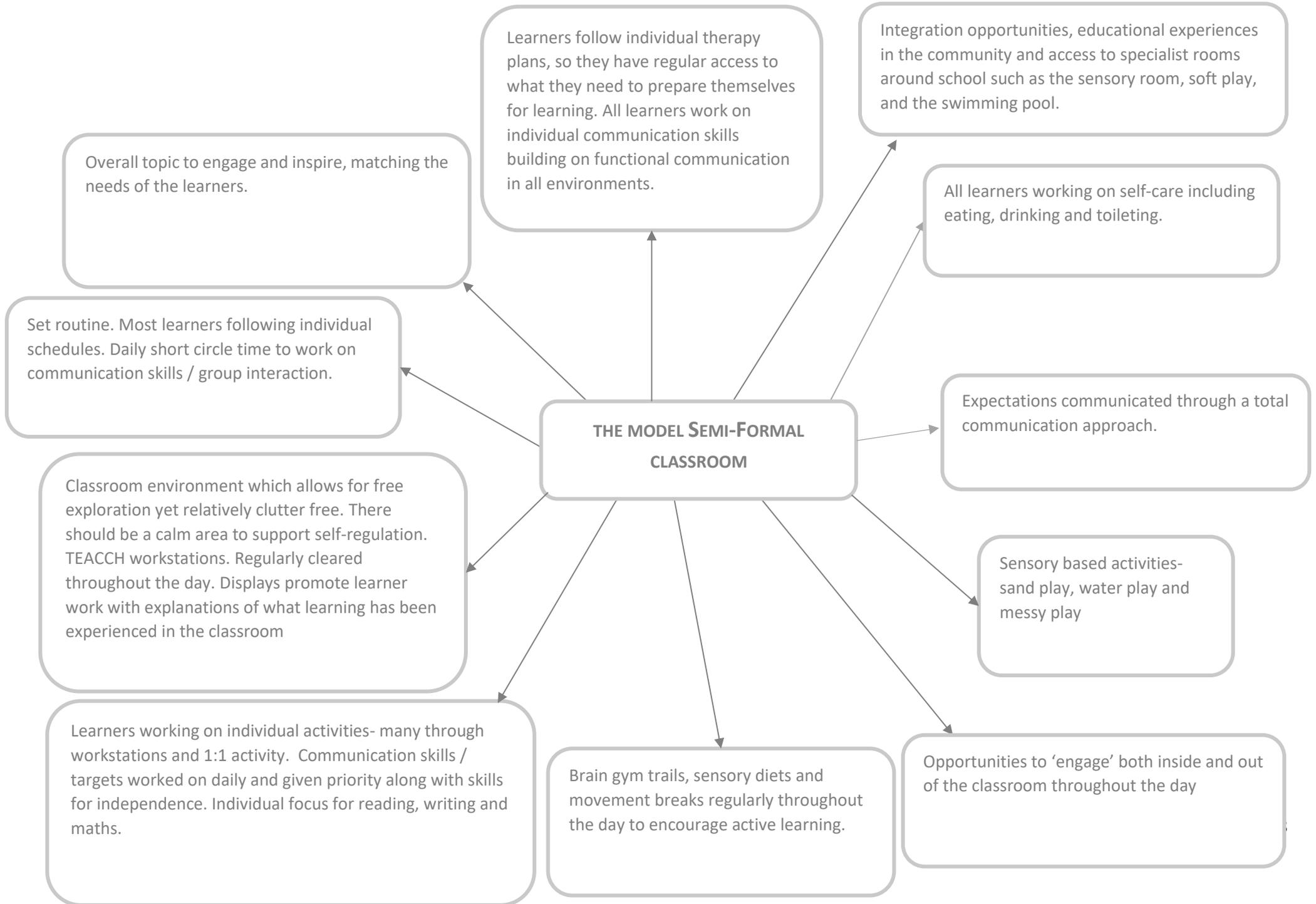
Pre-Formal: My Well-being Skill Development

- Responds to and thrives on warm, sensitive physical contact and care.
- Enjoys the company of others and seeks contact with others.
- Gazes at faces.
- Give a reflex response when talked to, for example, moves arms and legs, changes facial expression, moves body, and makes mouth movements.
- Recognises and is responsive to familiar voices: face brightens, activity increases when familiar carer appears.
- Responds to what carer is paying attention to, e.g., following their gaze.
- Laughs and gurgles, e.g., shows pleasure at being tickled and other physical interactions.
- Is comforted by touch and people's faces and voices.
- Calms from being upset when given physical reassurance, spoken or sung to.

Respect
Equality
Self-worth
Partnership
Enjoyment
Communication
Trust



Semi-formal Explore Pathway



Semi-Formal Explore Pathway

SEMI-FORMAL EXPLORE: Learners will have opportunities to focus on emerging communication, physical, social, and emotional and cognitive skills that are the foundation of learning. Learners can access some subject specific learning and there is a clear emphasis on a multi-sensory approach. Our semi-Formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learner with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real.”

SEMI-FORMAL CHARACTERISTICS	PERSON CENTERED APPROACH	ASSESSMENT	STRATEGIES
<ul style="list-style-type: none"> ❖ Emerging intentional communication ❖ Emerging contextual awareness ❖ Emerging social awareness ❖ Emerging problem solving ❖ Learnt responses in familiar routines ❖ Beginning to develop joint attention ❖ Learners not accessing subject specific learning. ❖ Learners working at engagement for some curriculum areas. ❖ Learners have severe learning difficulties with associated physical, medical, or behavioural needs. 	<ul style="list-style-type: none"> ❖ Therapies ❖ SMSC ❖ PBSP ❖ Personal Learning Goals (PLG’s) ❖ Experiential learning ❖ EHCP ❖ Physical development and postural management ❖ Allow processing and response time ❖ Sensory profiles 	<ul style="list-style-type: none"> ❖ EHCP Outcomes ❖ Evidence for Learning ❖ Engagement Model 	<ul style="list-style-type: none"> ❖ Multi-sensory learning experiences with greater emphasis on cause and effect ❖ Active exploration ❖ Visual supports ❖ Alternative Augmentative Communication systems (AAC) ❖ Turn taking experiences ❖ Behaviour for learning ❖ Familiar routines and repetition

Shaping lives, a lesson at a time...





Semi-Formal Explore: My Communication (Speaking and Listening)

Aims: why	<ul style="list-style-type: none"> • To increase the amount and type of key information they can process, understand, and respond to support them to develop a functional means of communication. • To increase engagement and expand their academic progress. • To develop an awareness and understanding of their surroundings and the world around them. • To allow them to interact, engage and respond to the work around them through learnt responses and process what is being conveyed to them. • To promote the learners voice to empower them to make their wants and needs known. The emergence of intentional communication will allow learners to listen and respond with intent. • To provide a tool to develop each learner's voice and functional language skills. • To develop independence and reduce dependency on adults in preparation for adulthood.
Content: what	<ul style="list-style-type: none"> • A total communication approach is used to help learners form connections and to engage in successful and meaningful interactions. A combination of methods is used to reinforce and strengthen meaning for the individual and to enable them to access their learning environment. These skills are all emerging and learners are at the preliminary stages of communication. • Learners will be supported to develop their communication by exploring different communication methods to supplement and enhance their learning, expand their breadth of vocabulary to enable them to communicate effectively with others. • By focusing on Expressive and Receptive language we ensure learner voice is at the forefront of learning.
Implementation: how	<ul style="list-style-type: none"> • A variety of strategies will be used to promote both expressive and receptive communication including Intensive Interaction, TAC PAC, Sensory Cues, Objects of Reference, Photographs, Body signs, Symbols, Visuals, Augmentative and Alternative Communication, Now and Next, Makaton, SaLT targets, Eye Gaze and PECS. There is a focus on the learners developing these skills with increased purpose. • Learners will be supported to develop their receptive and expressive communication skills through a range of personalised activities and tasks.



Semi-Formal Explore: My Communication Skill Development

Receptive

- Moves whole bodies to sounds they enjoy, such as music or a regular beat.
- Has a strong exploratory impulse.
- Concentrates intently on an object or activity of own choosing for short periods.
- Pays attention to dominant stimulus – easily distracted by noises or other people talking.
- Developing the ability to follow others' body language, including pointing and gesture.
- Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').
- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.

Expressive

- Uses sounds in play, e.g. 'brrrm' for toy car.
- Explores their voice through vocalisations.
- Frequently imitates words and sounds.
- Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)
- Learners use single words, signs and symbols for familiar objects, (for example, cup, biscuit), and to communicate about events and feelings.
- Learners are able to vocalise or use waving, smiling to communicate hello/bye.
- Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.
- Uses pointing with eye gaze to make requests, and to share an interest.
- Learners use vocalisations, gestures, eye gaze, pointing, headshake and nodding to communicate on a daily basis.
- Learners use words or signs to indicate to a person to carry out an action.
- Creates personal words as they begin to develop language.
- Learns that own voice and actions have effects on others.
- Learners combine single words, signs or symbols to communicate meaning to a range of listeners.
- Learners are able to combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners.
- Learners can communicate consistent preferences and offer some responses.



Semi-Formal Explore: My Thinking (incl. Maths, Reading, Writing, Technology, Music, the Arts)

Aims: why	<ul style="list-style-type: none"> • The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. • The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. • We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work. • We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills. It is important that children develop positive attitudes and interests in problem solving, look for patterns and relationships, spot connections, ‘have a go,’ communicate with adults and peers about what they notice and not be afraid to make mistakes. • We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities. • Learners will be exposed to the creative arts to help develop their confidence, communication, and social interaction. • We will develop learners’ ability to attend and focus for increasing periods of time to allow them to actively engage in the world around them. • The development of learner’s creative awareness supports their imagination. It is important that learners have regular opportunities to engage with the arts and that they are encouraged to explore and play with a wide range of media and materials. The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they see, hear and respond to.
Content: what	<ul style="list-style-type: none"> • Learners will be given opportunities to explore and respond to objects. • Learners will develop an understanding of cause and effect. • Learners will have opportunities to develop their problem-solving skills through a range of sensory-based activities that develop the early concepts of pattern, shape, and number. • Learners will be given opportunities to develop their spatial reasoning skills. • Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. • Learners will engage in learning that centres on sensory activities, including food exploration. • Learners will be encouraged to develop their creative thinking. • Learners will have the opportunities to explore different textures and media. • Learners will be given the opportunity to explore different sounds and environmental cues. • Learners will be encouraged to explore musical patterns and rhymes and to build on their body awareness.

	<ul style="list-style-type: none"> • Learners will be exposed to a range of written text. They will be introduced to books and stories. • Learners will be encouraged to communicate through mark making. • Learners will have the opportunities to experience sensory and exploratory play. • Learners will be encouraged to develop self-expression and confidence-building across all areas of the curriculum. • Learners will be encouraged to participate in group work to help support with peer interaction. • Learners will be encouraged to develop self-expression and confidence-building as these are important skills that can be transferred across all areas of the curriculum.
<p>Implementation: how</p>	<ul style="list-style-type: none"> • A rolling topic cycle allows learners to develop skills and understanding through a range of fun and stimulating themes. This approach allows links with all areas of the curriculum and that can be woven in through meaningful and purposeful play exploratory. • Real life experiences, ICT, concrete resources, singing songs, music and movement, exploration of a range of musical, instruments, 2D and 3D media, sensory exploration and play, cookery, experiments, arts and craft activities, sensory stories, tactile books, auditory stories, fiction and non-fiction texts. • Texts have been specifically selected to promote acceptance, equality, and diversity in a range of situations relevant to learner's experiences and interests. • We adopt a multisensory approach and build in opportunities for over learning and practice of the skills.



Semi-Formal Explore: My Thinking Skill Development

- Handles books and printed material with interest.
- Learners begin to display some consistent behaviours towards story activities.
- When read to, learners display behaviours which familiar adults consider to be 'surprise', 'delight' or excitement'.
- When read to, learners are able to sustain their attention for the majority of a story.
- Learners begin to show an understanding of how a book works e.g., holding the book independently.
- Learners begin to display some consistent behaviours towards numeracy activities.
- Learners reach out to touch and explore different shapes independently.
- Learners can hand over one item to an adult when prompted to do so.
- Notices changes in number of objects/images or sounds in group of up to 3
- Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers
- Has some understanding that things exist, even when out of sight.
- Recognises big things and small things in meaningful contexts
- Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- Explores and experiments with a range of media through sensory exploration and using whole body.
- Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- Imitates and improvises actions they have observed, e.g., clapping or waving.
- Begins to move to music, listen to or join in rhymes or songs.
- Notices and is interested in the effects of making movements which leave marks.
- Expresses self through physical action and sound.
- Pretends that one object represents another, especially when objects have characteristics in common.



Semi-Formal Explore: My World (incl. Science, History, Geography, Computing)

Aims: why	<ul style="list-style-type: none"> • We provide learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources in order to develop an understanding of the world around them and how things work • We encourage learners to develop the confidence to predict and problem solve to develop their self-help and independence skills. It is important that learners develop positive attitudes and interests in problem solving, look for patterns and relationships, spot connections, ‘have a go,’ communicate with adults and peers about what they notice and not be afraid to make mistakes. • We aim to inspire our learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities. • We want our learners to begin to have a sense of where they belong and an awareness of their own timeline. • Understanding the world involves guiding learners to make sense of their physical world and their community. The frequency and range of learner’s individual experiences increases their knowledge and sense of the world around them. • We want our learners to experience the world around them and ensure there is equal access to all. • We want our learners to know how to use a range of technology to develop their independence.
Content: what	<ul style="list-style-type: none"> • Learners will be encouraged to participate in a range of activities that allows them to express their ideas and make predictions. • They will focus on developing a self-awareness, who they are and where they are from. • They will explore their local community and begun to explore different environments. • Learners will engage in learning which links learning to their communities and the environment around them.
Implementation: how	<ul style="list-style-type: none"> • A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes. • Real life experiences, ICT, concrete resources, experiments. • Learners will have the opportunities to experience sensory and exploratory play • Learners will have as many learning opportunities as possible outside the classroom to ensure they are having access to the wider world.



Semi-Formal Explore: My World Skill Development

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families, and other people.
- Shows an awareness of the world around them.
- Can distinguish between different environments.
- Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
- Closely observes what animals, people and vehicles do.
- Watches toy being hidden and tries to find it.
- Looks for dropped objects.
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.



Semi-Formal Explore: My Body (incl. P.E.)

Aims: why	<ul style="list-style-type: none"> • We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health. • We encourage our learners to make purposeful movements with intent to develop their independence. • We support learners to improve on their social and gross motor skills to enable them to develop greater independence. • The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours.
Content: what	<ul style="list-style-type: none"> • Learners will engage in a wide range of physical development sessions, including time in our hydrotherapy pool which allows for freedom of movement and development of core muscle strength. • Personal physio, OT and postural management care plans will be integrated into sessions across the school day. • Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be an independent as possible.
Implementation: how	<ul style="list-style-type: none"> • A variety of strategies will be used to support the learners with their physical development including PE., Fine motor skills e.g., threading, pegging, cutting, gross motor skills e.g. soft play, hydrotherapy, OT plans, Physio plans.



Semi-Formal Explore: My Body Skill Development

- Sits unsupported on the floor.
- When sitting, can lean forward to pick up small toys.
- Pulls to standing, holding on to furniture or person for support.
- Crawls, bottom shuffles or rolls continuously to move around.
- Walks around furniture lifting one foot and stepping sideways (cruising) and walks with one or both hands held by adult.
- Takes first few steps independently.
- Passes toys from one hand to the other.
- Holds an object in each hand and brings them together in the middle, e.g., holds two blocks and bangs them together.
- Picks up small objects between thumb and fingers.
- Enjoys the sensory experience of making marks in damp sand, paste or paint.
- Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
- Opens mouth for spoon.
- Holds own bottle or cup.
- Grasps finger foods and brings them to mouth.
- Attempts to use spoon: can guide towards mouth but food often falls off.
- Can actively cooperate with nappy changing (lies still, helps hold legs up).
- Starts to communicate urination, bowel movement.



Semi-Formal Explore: My Wellbeing (incl. PSHE, RE, RSE and Citizenship)

Aims: why	<ul style="list-style-type: none"> • To support learners to achieve their potential by promoting their wellbeing and tackling issues that can affect their ability to learn. • To build on the learner resilience, whilst supporting them to maintain focus and shared attention. • To support learners to build healthy relationships with others. • To support learners to recognise changes to themselves and their body to allow them to develop their self-help skills, meet their own wants and needs and to support them to be as independent as possible. • To develop an understanding and respect for others. • To experience local cultural diversity and to develop an awareness of the spiritual, moral, social and cultural development within different communities. • To develop their knowledge, skills, understanding, resilience and reflection. • To support our learners to become model citizens with an understanding of right and wrong. • To support our learners to be safe at home and when out in the community. • To support our learners to make informed choices.
Content: what	<ul style="list-style-type: none"> • PSHE and SRE including learning about Relationships, Sex and Health, Health & Well-Being, Living in the Wider World and Relationships. • To explore the traditions and customs of a range of different religions and cultures. • Learners will be encouraged to engage in activities to support their wellbeing. • Learners will be encouraged to explore strategies they can use to support their physical and mental health, and to self - regulate to manage their feelings and behaviours. • To participate in self-help activities. • To participate in activities to develop self-confidence, independence, self-esteem and resilience. • To develop the skills needed to make meaningful relationships. • To make choices. • To learn about how to keep safe.
Implementation: how	<ul style="list-style-type: none"> • Community visits shared and joint attention activities, social interactions, games, turn taking, role play, TACPAC, sensory activities, social stories, personalised routines. • Learners will be encouraged to participate with more purposeful intent.



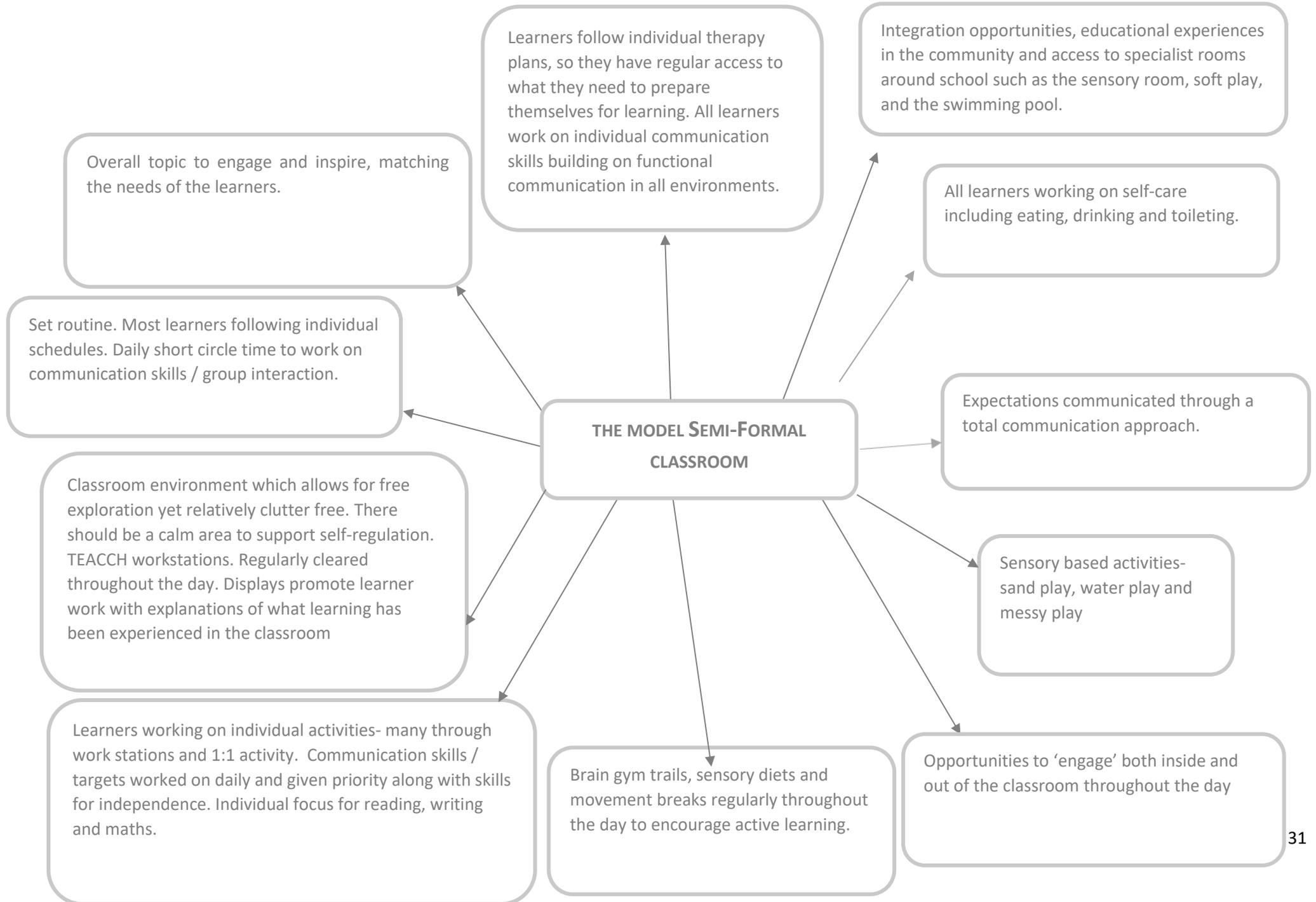
Semi-Formal Explore: My Wellbeing Skill Development

- Seeks to gain attention in a variety of ways, drawing others into social interaction.
- Builds relationships with special people.
- Is wary of unfamiliar people.
- Interacts with others and explores new situations when supported by familiar person.
- Shows interest in the activities of others and responds differently to children and adults, e.g., may be more interested in watching children than adults or may pay more attention when children talk to them.
- Enjoys finding own nose, eyes, or tummy as part of naming games.
- Engages other person to help achieve a goal, e.g., to get an object out of reach.
- Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed, or frustrated.
- Growing ability to soothe themselves and may like to use a comfort object.
- Cooperates with caregiving experiences, e.g., dressing.
- Beginning to understand 'yes', 'no' and some boundaries.

Respect
Equality
Self-worth
Partnership
Enjoyment
Communication
Trust



Semi-formal Challenge Pathway



Semi-Formal Challenge Pathway

SEMI-FORMAL CHALLENGE: Learners will have opportunities to access key areas of the national curriculum with support with an emphasis on promoting communication, learner voice and problem-solving skills. Our semi-Formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learner with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real.”

SEMI-FORMAL CHARACTERISTICS	PERSON CENTERED APPROACH	ASSESSMENT	STRATEGIES
<ul style="list-style-type: none"> ❖ Intentional communication of needs, wants and desires in known situations ❖ Emergent use of skills and knowledge ❖ Sustained shared attention ❖ Greater contextual and social awareness ❖ Emerging problem-solving skills ❖ Developing levels of comprehension ❖ Greater response to environmental cues ❖ Learners working significantly below their age-related peers for most areas of the NC. Learners have severe learning difficulties and may have co-existing conditions. Learners may be working at the earliest levels of the National Curriculum or the pre-key stage standards for some curriculum areas 	<ul style="list-style-type: none"> ❖ Therapies ❖ SMSC ❖ PBSP ❖ Personal Learning Goals (PLG’s) ❖ Experiential learning ❖ EHCP ❖ Physical development and postural management ❖ Allow processing and response time ❖ Sensory profiles 	<ul style="list-style-type: none"> ❖ EHCP Outcomes ❖ Evidence for Learning ❖ MAPP 	<ul style="list-style-type: none"> ❖ TEACCH – Structured teaching and learning ❖ Subject specific teaching that is personalised ❖ Contextual learning through Educational Visits ❖ Total communication approach ❖ Alternative Augmentative Communication systems (AAC) ❖ Functional communication ❖ Colourful Semantics ❖ Visual supports ❖ Turn taking experiences ❖ Behaviour for learning ❖ Thematic learning that provides learning contexts and experiences ❖ Promotion of independence and problem solving

Shaping lives, a lesson at a time...





Semi-Formal Challenge: English (Speaking, Listening, Reading and Writing)

	Communication	Reading	Writing
Aims: why	We want our learners to develop the skills needed to allow them to communicate effectively with others, to be able to express their wants and needs, to be able to follow instructions and to ensure their voice is always heard. We want them to develop functional communication to allow them to be as independent as they can.	Reading is a fundamental life skill. We want our learners to progress with their reading skills, to read for meaning and to develop a love a reading. We will encourage them to read for enjoyment as well as for functional life reasons.	Writing is a key life skill. Many of our learners are at the mark marking or emergent writing stage, with a few beginning to write single letters and words. We offer real reasons for writing within the school environment, and opportunities to explore and develop skills to make choices as a writer, develop skills in spelling and choosing vocabulary.
Content: what	Learners will be supported to develop their communication through whatever method matches their level and needs. We will expand their breadth of vocabulary to enable them to communicate effectively with others. Learners will be taught how to use full sentences in their communication, how to ask and answer questions, to listen and respond to others and how to express their wants and needs.	Learners will be encouraged to engage with a wide range of fiction and non-fiction materials. We want our learners to enjoy reading, to listen to and interact with stories and have opportunities to retell stories in a range of ways including role play or with puppets. We will provide our learners with a range of opportunities to develop, practice and overlearn their reading skills.	Learners will have opportunities to mark make and write for meaning and enjoyment. We develop their writing skills using a multisensory approach, encouraging exploration, engagement and the development of gross and fine motor skills. We create real opportunities for writing as part of the whole curriculum – through play, making lists, writing notes, character description, wanted poster. We may write instructions related to a science activity or food related, such as sequencing making a sandwich.
Implementation: how	Learners will use a variety of methods to develop their communication including Makaton, spoken language, AAC, colourful semantics, social stories, visuals, symbols, the written word, timetables, TAPCPAC, Intensive Interactions and PECS. They will develop their social communication through conversations with peers. They will develop their expressive communication	Learners will have access to a range of fiction and non-fiction texts, stories and poems These may link to the topic or to learner’s specific interests. They will be supported to retelling the story and to answer who, why and where questions. We use the Twinkle Phonics Scheme for those ready to learn synthetic phonics. We have	We have a range of approaches to writing that are tailored to each learner to ensure they experience success and feel a sense of pride in their achievements. Learners will be given the opportunity to explore mark making through sensory exploration in a wide range of contexts. They may use structures such as colourful semantics to develop sentence structure. We want all our

through storytelling and narratives. They will develop their receptive communication through listening to and responding to instructions.

chosen this as it is multi-sensory and explores phonics at the very early stages, and so meets the ends of our learners. For some learners a whole word approach is more appropriate and so each learner has the reading curriculum tailored to their own needs. As their skills develop, they will be encouraged to sound words out and to decode and blend words, as well as learning core vocabulary.

learners to have opportunities to develop their writing skills at whatever stage they are at. They will begin to use word banks to aid spelling, write simple sentences, phrases and stories, focus on sentence structure and punctuation including nouns, verbs and adjectives. They may be supported to develop a legible style of handwriting, or they may write using assistive technology.



Semi-Formal Challenge: English Skill Development

Communication	Reading	Writing
<ul style="list-style-type: none"> ➤ Listens to and enjoys rhythmic patterns in rhymes and stories. ➤ Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. ➤ Rigid attention – may appear not to hear. ➤ Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. ➤ Shows interest in play with sounds, songs and rhymes. ➤ Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. ➤ Listens to others one to one or in small groups, when conversation interests them. ➤ Copies familiar expressions. ➤ Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). ➤ Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). ➤ Learners attempt to communicate in greater depth by rephrasing themselves and changing their intonation or facial expression. ➤ Beginning to ask simple questions. ➤ Focusing attention – still listen or do but can shift own attention. ➤ Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> ➤ Turns pages in a book, sometimes several at once. ➤ Listens with interest to the noises adults make when they read stories. ➤ Listens to stories with increasing attention and recall. ➤ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ➤ Interested in books and rhymes and may have favourites. ➤ Has some favourite stories, rhymes, songs, poems or jingles. ➤ Repeats words or phrases from familiar stories. ➤ Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ ➤ Enjoys rhyming and rhythmic activities. ➤ Shows awareness of rhyme and alliteration. ➤ Recognises rhythm in spoken words. ➤ Listens to and joins in with stories and poems, one-to-one and in small groups. ➤ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ➤ Beginning to be aware of the way stories are structured. ➤ Suggests how the story might end. ➤ Listens to stories with increasing attention and recall. 	<ul style="list-style-type: none"> ➤ Draws lines and circles using gross motor movements. ➤ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ➤ Shows control in holding and using jugs to pour, hammers, books and mark-making tools. ➤ Makes connections between their movement and the marks they make. ➤ Beginning to use three fingers (tripod grip) to hold writing tools. ➤ Imitates drawing simple shapes such as circles and lines. ➤ May be beginning to show preference for dominant hand. ➤ Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ➤ Holds pencil near point between first two fingers and thumb and uses it with good control. ➤ Can copy some letters, e.g. letters from their name. ➤ Begins to use anticlockwise movement and retrace vertical lines. ➤ Begins to form recognisable letters.

- Selects familiar objects by name and will go and find objects when asked or identify objects from a group.
- Understands simple sentences (e.g., 'Throw the ball.')
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g., 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g., Who's that/can? What's that? Where is.?).
- Developing understanding of simple concepts (e.g., big/little).
- Understands use of objects (e.g., "What do we use to cut things?')
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g., to get or put away an object.
- Beginning to understand 'why' and 'how' questions
- Copies familiar expressions, e.g. 'Oh dear', 'All gone'.
- Beginning to put two words together (e.g. 'want ball', 'more juice').
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
- Beginning to ask simple questions.

- Describes main story settings, events, and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



Semi-Formal Challenge: Maths

(Number, Shape, Space, Measures and Problem Solving)

Aims: why	We strive to make Maths relevant, engaging and fun. Maths can be found in every part of day-to-day life and is a fundamental skill that we need to support our learners developing in preparation for adulthood.
Content: what	<p>We teach the key skills needed for future life. We split the skills into the 2 areas of number and space, shape and measures. Problem solving and real-life skills run throughout both of these.</p> <p>Concepts and skills taught will include: counting, patterns & number sequences, ordering and comparing numbers, addition & subtraction, doubling and halving, word and real-life problems, investigation, puzzles, money problems, measures, 2D and 3D shapes, pattern, symmetry, position and direction, time and data handling.</p>
Implimentation: how	We aim to root Maths in real experiences and use concrete manipulatives such as cubes, bead strings money, to help consolidate a learner's understanding of number and build a strong foundation on which to build further maths skills in addition, subtraction, multiplication, and division. Learners develop skills through practical activities, role play and real-life experiences. We ensure skills taught are generalised across a range of contexts.



Semi-Formal Challenge: Maths Skills Development

Number

- Knows that things exist, even when out of sight.
- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Says some counting words randomly.
- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape, space and measures

- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Enjoys filling and emptying containers.
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen 'now'
- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g., 'before', 'later' or 'soon'.
- Anticipates specific time-based events such as mealtimes or home time.
- Begins to observe the time on a clock.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g., 'round' and 'tall'.



Semi-Formal Challenge: My World (incl. Science, History, Geography, Computing)

	Science	History	Geography	Computing
Aims: why	We want to develop every learner’s curiosity for the world around them and how things we work. We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities.	To develop an awareness of their own timeline.	We want learners to begin to have a sense of where they belong	A high-quality computing education equips learners to use computational thinking and creativity to understand and change the world. Computing provides insights into both natural and artificial systems. The core of computing is computer science, in which learners are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, learners are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures that learners become digitally literate and can use and express themselves and develop their ideas through, information and communication technology.
Content: what	In all their scientific experiences, learners will have the opportunity to investigate, express their ideas, make predictions, develop scientific vocabulary and be able to use that	Learners will explore their personal history especially around what they could do as a baby and what they can do now. Learners will	They will explore the local area and geographical features. They will observe signs in their environment. They will compare different localities.	Learners will gain the appropriate knowledge, skills and competencies, developing their confidence and capability to use

	<p>in practical activities, explain their ideas and develop reasons.</p> <p><u>Living Things</u></p> <ul style="list-style-type: none"> • Life Processes • Humans and other animals • Plants • Living things in their environment / Minibeasts <p><u>Physical Changes</u></p> <ul style="list-style-type: none"> • Forces and motion • Light and sound <p><u>Materials</u></p> <ul style="list-style-type: none"> • Properties • Sorting 	<p>explore their family history and the changes within their lifetime.</p> <ul style="list-style-type: none"> • Timelines • Family History • Key historic events and times • Famous people 	<ul style="list-style-type: none"> • Local community and beyond • Maps • Transport • Countries and continents • Weather 	<p>digital technology thoughtfully throughout their lives.</p> <ul style="list-style-type: none"> • Word processing • Use simple programmes • Keyboard skills • Coding • E-safety • Digital photography • Low and high tech devices
<p>Implementation: how</p>	<p>Learners are actively involved in experiments. They are encouraged to make predictions of what might happen. Learners look at similarities and differences. They explore materials focusing on how they can change format.</p>	<p>Learners will look at their own history and think about the changes that have experienced in their lives or the lives of their families.</p>	<p>Learners will visit places in the community to look at differences and similarities.</p>	<p>Learners need to understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Learners will create and debug simple programs using logical reasoning to predict the behaviour of simple programs. Learners in addition will use technology to create, organise, store, manipulate and retrieve digital content.</p>
<ul style="list-style-type: none"> • A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes. • Real life experiences, ICT, concrete resources, experiments. • Learners will have the opportunities to experience sensory and exploratory play. • Learners will have as many learning opportunities as possible outside the classroom to ensure they are having access to the wider world. 				



Semi-Formal Challenge: My World Skill Development

Science

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g., puts lid on teapot.
- Talks about why things happen and how things work.
- Talks about how things feel.
- Can identify /sort different materials.
- Can notice similarities and differences.
- Can sort objects.
- Can predict what may happen.
- Explores different forces.
- Explores different plants.
- Explores different animals.
- Can sort different animals.
- Can distinguish between loud and quiet.
- Can distinguish between dark and light.
- Can recognise different colours.
- Can sort different colours.

History

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families, and other people.
- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g., making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.

Geography

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Developing an understanding of growth, decay, and changes over time.
- Shows care and concern for living things and the environment.

Computing

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment, e.g., turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Can operate a switch.
- Can operate simple low-tech devices.
- Makes a link between cause and effect.
- Can type letters.
- Can type words.
- Can operate simple computer programme.
- Can programme a simple operation.
- Can take a photo.
- Can record sound.
- Knows that information can be retrieved from computers.



Semi-Formal Challenge: My Creativity

(incl. Creative Arts: Art, Technology, Music and Movement, Drama)

Aims: why	<p>The creative arts are an integral part of the curriculum design developing key skills in expression, making choices, gaining enjoyment from the arts. We see the arts as an opportunity to develop confidence, communication and social interaction</p> <p>The development of learner's artistic awareness supports their imagination and creativity. It is important that learners have regular opportunities to engage with the arts and that they are encouraged to explore and play with a wide range of media and materials. The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they observe, hear and respond to.</p> <p>Learners will be encouraged to develop self-expression and confidence-building through the creative arts as these are important skills that can be transferred across all areas of the curriculum. Learners will be encouraged to participate in group work to help support with peer interaction.</p>
Content: what	<p>Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. Learners will be encouraged to explore their voices through vocalisations, singing songs and repeating rhymes. They will play tuned and un-tuned instruments, listen with concentration to and experience a range of high-quality live and recorded music. They will be given opportunities to listen and respond to music through their body movements. They will participate in imaginative play and role play with their peers</p>
Implementation: how	<p>Using a range of media to create pictures, listen to and explore a range of instruments and songs, role play, imaginative play, music therapy, music interventions. We have a music room with a range of instruments where learners can explore rhythm and pitch and play percussion instruments. Singing songs and rhymes is an integral part of the day and a great way to develop social interaction and communication and have fun together. Learners have opportunities to explore art through a range of media in both 2D and 3D. Learners will plan and create models. They will explore different foods and be involved in food preparation.</p>



Semi-Formal Challenge: My Creativity Skill Development

Art

- Experiments with blocks, colours, and marks.
- Enjoys joining in with dancing and ring games.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Uses a range of media to create paintings, pictures, portraits, drawing and mosaics.

Design Technology

- Anticipates repeated sounds, sights, and actions, e.g., when an adult demonstrates an action toy several times.
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- Operates mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.
- Plans and creates simple models.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction, and malleable materials safely and with increasing control.

Food Technology

- Gets actively involved in food explorations.
- Explores different textures, smells, and tastes.
- Tries a range of foods.
- Can follow a set of instructions to prepare food.
- Can follow a simple recipe to prepare food.
- Understands the need for good hygiene when preparing food.
- Understanding healthy eating and food groups.
- Writes shopping lists.
- Goes shopping – can select and pay for ingredients.

Music and movement

- Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- Imitates and improvises actions they have observed, e.g., clapping or waving.
- Begins to move to music, listen to or join in rhymes or songs.
- Joins in singing favourite songs.
- Explores different types of instruments.
- Creates sounds by banging, shaking, tapping, or blowing.
- Shows an interest in the way musical instruments sound.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Listens and responds to a range of Cultural music.
- Experiments with different beats, patterns, rhythm, pitch, and tone.

Drama

- Expresses self through physical action and sound.
- Pretends that one object represents another, especially when objects have characteristics in common.
- Beginning to use representation to communicate, e.g., drawing a line and saying, 'That's me.'
- Beginning to make-believe by pretending.
- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Pre-Formals in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words



Semi-Formal Challenge: My Physical Development (incl. P.E)

Aims: why	<ul style="list-style-type: none"> • We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health. • We encourage our body to make purposeful movements with intent to develop their independence • We support learners to improve on their social and gross motor skills to enable them to develop greater independence. • The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours. • Learners are introduced to a range of sporting activities to extend their physical, mental, and cultural wellbeing.
Content: what	<ul style="list-style-type: none"> • Learners will engage in a wide range of physical development sessions, including time in our hydrotherapy pool which allows for freedom of movement and development of core muscle strength. • Personal physio, OT and postural management care plans will be integrated into sessions across the school day. • Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be as independent as possible. • Learners build on and embed the physical development skills learned and become more competent, confident, and expert in their techniques. • Learners take part in seasonal sport and PE activities throughout the year including team games, individual sports, athletics, health related exercise, swimming, and outdoor education. • Learners work towards knowing what makes a performance effective and how to apply these principles to their own and others' work. Learners are encouraged and supported in their development of confidence and interest to get involved in exercise, sports, and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
Implementation: how	<ul style="list-style-type: none"> • A variety of strategies will be used to support the learners with their physical development including PE, games, dance, gymnastics, swimming fine and gross motor skills e.g., soft play, hydrotherapy, OT plans, Physio plans. • Learners work on their teamwork and individual performance skills in lessons. We link these to real world environments and empower learners with confidence and knowledge.



Semi-Formal Challenge: My Physical Development Skill Development

Gymnastics

- Walks upstairs holding hand of adult.
- Comes downstairs backwards on knees (crawling).
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- Squats with steadiness to rest or play with object on the ground and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Runs safely on whole foot.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can balance of different parts of their body
- Jumps off an object and lands appropriately.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Games

- Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it.
- Can kick, roll, throw, bounce, catch, hit, and bat a ball.
- Participates in different games.

Dance

- Moves their body in response to music.
- Can follow a rhythm.
- Can follow a beat.
- Can move in time to music.

Swimming

- Can move freely in the hydrotherapy pool.

- Can float unaided using buoyancy aids.
- Begins to attempt simple strokes.
- Can move across the water in different ways.



Semi-Formal Challenge: My Wellbeing (incl. PSHE, RE, RSE and Citizenship)

	PSHE	RSE	RE
Aims: why	<p>The development of PSHE helps learners to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. It builds on the learner's resilience whilst supporting them to maintain focus and shared attention.</p> <p>Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for Learners, particularly the most vulnerable and disadvantaged.</p>	<p>Incorporating RSE ensures our learners explore and engage in building healthy relationships. It supports our learners to recognise changes to their self and their body whilst developing personal care routines.</p>	<p>RE allows our learners to experience and engage in learning about different religions and the beliefs of others. It promotes the spiritual, moral, social and cultural development within different communities.</p>
Content: what	<p>Learners will be encouraged to engage in a variety of areas that support their wellbeing. Learners will be encouraged to promote areas of their own wellbeing and strategies they can use to support physical and mental health.</p> <p>They will develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes.</p>		
	<p><u>PSHE</u></p> <ul style="list-style-type: none"> All About Me My family My wider community Bullying & Discrimination Making Choices & Resolving Conflicts Changes & New Beginnings Health and Safety The World of Work Cultural capital British values and rule of law 	<p><u>RSE</u></p> <ul style="list-style-type: none"> Friendship & Relationships My body Puberty Sexual Relationships 	<p><u>RE</u></p> <p>Different religions and beliefs e.g.</p> <ul style="list-style-type: none"> ○ Judaism ○ Christianity ○ Hinduism ○ Buddhism ○ Sikhism ○ Islam <p>Places of worship</p>
Implementation: how	<p>Learners will have the opportunities through community visits, shared attention activities, sensory activities, social stories and personalised routines. In addition, learners will be encouraged to participate in social interactions and group work. They will have the opportunities to participate in assemblies and discuss key achievements. Learners will be encouraged to participate with more purposeful intent.</p>		



Semi-Formal Challenge: My Wellbeing Skill Development

PSHE

- Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle.
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g., stop themselves from doing something they shouldn't do.
- Understands right and wrong.
- Able to follow simple rules.
- Growing ability to distract self when upset, e.g., by engaging in a new play activity.
- Aware of own feelings and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations, and changes in routine.
- Clearly communicates wet or soiled liner or underwear.
- Shows some awareness of bladder and bowel urges.
- Shows awareness of what a toilet is used for.
- Clearly communicates their need for the toilet.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Shows a desire to help with dressing/undressing and hygiene routines.
- Dresses with help, e.g., puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
- Helps with clothing, e.g., puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.
- Can dress independently.

- Can feed themselves independently.
- Develops own likes and dislikes in food and drink.
- Willing to try new food textures and tastes.
- Feeds self competently with spoon.
- Drinks well without spilling.
- Beginning to recognise danger and seeks support of significant adults for help.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools must be used safely.
- Recognises themselves.
- Recognises familiar adults/ family members/peers.
- Explores different places within the school.
- Explores different places in the local community.
- Makes a choice using visual/ concrete prompts.
- Makes a choice independently.
- Participates in simple self-help/ life skill activities.

RSE

- Plays alongside others.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g., ventures away to play and interact with others, but returns for reassurance if becomes anxious.
- Plays cooperatively with a familiar adult, e.g., rolling a ball back and forth.
- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with peers.
- Can play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with peers.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
- Gradually able to engage in pretend play with toys (supports learner to understand their own thinking may be different from others).
- Demonstrates sense of self as an individual, e.g., wants to do things independently, says "No" to adult.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other learners when playing and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

RE

- Explores different religions and cultures.
- Listens to stories from different religions.
- Listens to music from different religions.
- Explores different cultural foods.
- Explores different cultural events.
- Explores different religious artefacts.
- Explores different places of worship.