

Queensbridge Community Primary School



Where Every Child has a Champion

Respect. Believe. Achieve

**Curriculum and Assessment Document
Resourced Provision**

Curriculum Intent.

At Queensbridge Primary School, we cater for children with Severe or Profound and Multiple Learning Difficulties in a 16 placed Resourced Provision. The majority of our children have complex needs and are working at very early stages of development. The curriculum we have developed aims to:

- Give our children a means to communicate their needs and wants.
- Enable our children to make sense of the world around them.
- Allow our children to be as independent as possible in their own lives.
- Support our children in forming trusting and secure relationships.
- Ensure our children foster a love of learning showing they are interested, stimulated and engaged.
- Meet any of the medical, therapy and care needs our children require.
- Create happy and joyful individuals that enjoy coming to school each day.

In order to meet these aims, we have carefully crafted a curriculum that is flexible, responsive and meets the very individual learning needs of each child we serve. This curriculum will include learning opportunities to develop children's communication, social, emotional and cognitive skills alongside support for any medical or therapy needs.

Curriculum Implementation.

We implement our curriculum by following three curriculum pathways which broadly reflect our pupil cohort. Due to the nature of our children's needs, the curriculum pathways are not defined by age, rather by individual need and development. This tiered approach helps inform teacher's planning and gives a guide towards expected outcomes for our children, without capping expectations. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enables children to benefit from approaches from other pathways and to move between pathways as they develop and progress. These pathways are delivered through a three-year topic cycle to ensure breadth and balance of learning and care.

These three curriculum pathways are:

- **Pre-Formal Curriculum:** This curriculum pathway is typically relevant for our children with Profound and Multiple Learning Difficulties who are working at the very earliest stages of cognitive, physical, social and emotional development and may have complex medical, physical and sensory needs. It is a curriculum that recognises the unique ways of learning for children on this pathway and that learning is unlikely to follow a straight, linear pathway.
- **Semi-Formal Curriculum:** This curriculum pathway is typically relevant for our children with Severe Learning Difficulties and other associated complex needs. We recognise that our semi-formal learner will benefit from accessing a more formal subject curriculum, but will still require a more flexible and holistic approach to learning to ensure that all learning needs are met and

barriers to learning are removed.

- **Formal Curriculum:** This curriculum pathway is typically relevant for children with Moderate Learning Difficulties who will be working consistently and over time below age-related expectations. Children following the Formal Curriculum pathway are cognitively able to access National Curriculum subjects, but require adaptations that allow them to work at levels appropriate to their developmental stage.

Curriculum Overview

Main Areas of Need

Cognition and Learning

Communication and
Interaction

Social, Emotional and
Mental Health

Sensory and/or Physical.

Resourced Provision Curriculum

**Mathematical
Development:**

Routes Targets
(Cognition)
Number
Shape, Space
and Measure

Literacy:

Reading
Writing

**Understanding the
World:**

History
Geography
Science
RE
Computing

**Communication and
Language:**
Language and
Communication
Attention and Listening.

**Personal, Social and
Emotional Development:**
Feelings, Behaviour and
Morals.
Relationships and Others.

PSHE

Physical Development:
Gross Motor Skills
Fine Motor Skills
PE

**Personal, Social and
Emotional Development:**
Self-Care and
Independence.

**Expressive Arts and
Design:**

Creative Performance
Media and Materials
Design and Technology.

Therapy Support

Speech and Language
Therapy

Occupational Therapy
Physiotherapy
Sensory Support Service
Community Nursing Team

The areas highlighted in red make up the core components of our curriculum offer. These areas underpin the knowledge and skills needed to access the wider curriculum and therefore form the basis of our **Pre-Formal Curriculum**. Although children on the Pre-Formal Curriculum are not yet ready to engage in subject specific study, they will still receive a broad and balanced curriculum by being immersed in topics stated in our Long Term Plan (see below.) Children on the **Semi-Formal Curriculum** will start to be introduced to more subject specific study, as they will have laid the foundations when accessing the Pre-Formal Curriculum for more subject specific learning to develop. Children on our **Formal Curriculum** will have the skills and knowledge to engage in subject specific study and will follow the National Curriculum Programme of Study for the stage of learning they are working at

Wider Curriculum and Enrichment Experiences

Forest School

Extra-Curricular
Clubs e.g Choir

School Trips e.g
Smithill's Farm

Walks in the Local
Area e.g visiting the
supermarket.

Swimming
Lessons

Opportunities to socialise
and engage with same
age peers in mainstream
part of school.

School events e.g
the Summer Fair.

Queensbridge Smart Room Resourced Provision - Long Term Plan				Three Year Thematic Plan		
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	A Pirates Life for Me	Once Upon a Time	Colour and Materials	Step Into Spring	On the Farm	Under the Sea
Year Two 2024/2025	Our Academy of Witches and Wizards	Celebrations	To Infinity and Beyond	The Circus is in Town	Food Glorious Food	Let's Go on a Summer Holiday
Year Three	Step Back in Time	Seasonal Changes (Autumn into Winter)	A Magic Carpet Ride		Transport	In the Jungle

Communication, Language and Literacy.

Pre-Formal Curriculum – (Linked to Cherry Garden Branch Map 1-4.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Language and Communication: - Pupils will be able to make purposeful messages without words to convey the meanings. E.g., more, stop, I want. - Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS/ALD boards to interact or to request for a motivating activity or item. - Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. - Pupils will develop consistent responses to convey likes and dislikes. Attention and Understanding: - Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. - Starts to anticipate and may initiate as the child recognises the routine. - Pupils will begin to recognise and use real objects or symbols in order to make choices. - Develops object permanence and simple cause and effect on immediate environment to increase their independence.	- Sensory baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for. - Burst-pause strategy in motivating activities e.g counting down and pausing before next stop. - Music box/corner: accessible music for children to explore and respond to. - Transition Cues: encourage anticipation for transitions and what is happening next. Transition songs to support children in recognising a transition is coming. - Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices - Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them - Use of BIGmack Switch: simple messages pre-recorded - Switches: Connected to games on websites such as HelpKidzLearn to make something play or go. - Eye-gaze: promote choice making and making simple requests. This could be done using an E-Tran frame or the child's own specific eye gaze device. - Sabotage activities to encourage children to initiate and request: put items out of reach, pause a game at an exciting point, withhold items (e.g. jigsaw pieces) - PECS/ALD boards: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations - Key symbols: modelling using transition symbols and key symbols for choice-making - Signalong: modelling key signs to children - Attention Autism (Stage 1-2): using exciting and motivating items to engage children to develop attention and engagement skills - Drama Games: songs and games to develop anticipation and turn-taking - Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube) cause and effect activities

	Playtime: shared attention, turn-taking, communicating more (eye contact, Signalong, PECS), anticipation games.
Reading: - Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. - Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.	- Session that focus on pre-phonetic skills (phase 1) sound distinction, sound recognition and sound production. - Book Corner: classroom to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests. There will also be 10 class books that have been agreed as part of the school's Literacy Spine. - Sensory Story based around half-termly topic. - School library: children begin to hold books and engage with simple stories. - Photographs and Widgit labels around the classroom and on displays to encourage interest in pictures - Laminated 'Photobooks' in each class's book corner, with photos of each child and their family in class. Encouraging correct handling and focussing on images.
Writing: Pupils will begin to engage in the sensory experience of mark making during wet and messy play.	- Messy play: wet and dry resources for children to experience sensory mark making. - Mark-making area: paints, chalk, stamps, dabbers etc. - Outdoor play areas: messy play tray with a variety of sizes of mark-making tools. - Interactive whiteboard/iPad touch screen mark making. . - Funky Fingers sessions linked to Fine Motor Development.

Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)

<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Language and Communication: - Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. - Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions. Attention and Understanding: - Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation.	- Intensive Interaction: working on child-initiated interactions. - PECS/ALD boards in a variety of contexts using 'I want' on a sentence strip and some attributes including colour or number. Start to use a minimum of 2-3 symbols to communicate/request. - Signalong: children learn and recognise new signs and start to use some to communicate. - Communication book: use of core vocab to develop language and initiating conversations - Hi-Tech Communication System: navigate around the system to have reciprocal conversations - Modelling using communication systems with pupil and others

	• Colourful Semantics: introduce colourful semantics with modelling using motivating images (children doing activities, peers or adults 1:1 or in small groups etc.) • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Modelling play, actions and routines. • Attention Autism (Stage 1-4): using exciting and motivating items to engage children to develop attention and engagement skills • Snack time- Using communication method to request snack and comment on taste, texture etc. • Short bursts of structured teaching approach (e.g. short language group, workstation) • Music box/corner: children listen and respond to instructions, comment and describe • Softplay: using communication systems to comment on colours, shape, size and actions carried out • Outdoor Area: Large scale construction activities - crates, cardboard boxes, zipwire, large blocks, tyres, carpet rolls, plastic plant pots, cable reels to encourage children to comment and describe. • Transitions: all pupils to be shown key symbols and to use visual timetables if needed to support with transitions. • Role play area: pupils encouraged to carry out simple play routines, comment and describe their actions, simple conversations with others • Create opportunities for highly motivating “wow moments” to encourage children to want to comment and share experiences with others. • Communication and social groups: modelling positive social interactions and appropriate language • SALT intervention groups/ 1:1 therapy.
Reading: • Pupils begin to read and produce single sounds or motivating words. • Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters.	• Group or 1:1 sessions that follow the school's Systematic Synthetic Phonics Programme (Phonics Bug – Phase 1/2) or Precision Teaching for whole word reading. Sessions adapted for individual child e.g for AAC users. • Book Corner: classroom to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests. There will also be 10 class books that have been agreed as part of the school's Literacy Spine.

- Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems. - Pupils can match identical photos, symbols and letters. They know the sound of some of the letters of their own name and are able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments.	- Sensory Story based around half-termly topic – showing engagement during story by beginning to anticipate key events, answering questions about the book etc. - School library: handle books, engage with and follow stories. - Photographs and Widgit labels around the classroom and on displays to encourage interest in pictures - Laminated 'Photobooks' in each class's book corner, with photos of each child and their family in class. Encouraging correct handling and focussing on images.
Writing - Children start to hold a writing tool with a tripod grip in order to hold a writing tool with better control. - Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing. - Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer.	- Funky Fingers Sessions: children practise developing fine motor skills to develop control when using writing tools - Mark-making area: provide a variety of thick-handled writing tools and usual writing equipment, visuals with writing patterns for children to copy and trace - Messy play: trace and copy writing patterns in wet and dry messy play - Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control - Opportunity to write for meaning indoors and outdoors e.g. writing on clipboards, making lists, writing cards to family members etc. - Writing opportunities available across role play set ups. - ICT: individual sessions on computer or iPad to practise writing skills and letter input – adapted keyboard to support with letter typing. - Expressive Art and Design sessions encourage use of range of mark making tools.
Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+ leading into the Pre Key-Stage Standards.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Language and Communication: Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense.	- Role-play opportunities: shops, hairdressers, mud kitchen, home corner, pizza kitchen etc. - Associative Play: promotes cooperation and problem-solving, develops further language through reasoning and asking questions - how, what, why? - Co-operative Play: develop speaking and listening skills, children share ideas and work together by telling each other what to do

- Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas.
- Pupils can plan, question, negotiate, make predictions and reason

Attention and Listening:

- Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative.
- Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions.
- Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts.
- Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts.

Reading:

- Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3.
- Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support.
- Pupils show an awareness of Grapheme Phoneme Correspondences and can start to blend to read words.
- Children can read decodable texts relevant to their SSP level (where applicable) independently.

- Communication Books/AAC Devices: language is specifically chosen to further children's vocabulary. AAC device used to support if there is a communication breakdown in spoken language.
- Short, daily bursts of structured teaching groups (e.g phonics group session.)
- Outdoor play areas: opportunities for children to go to mainstream playground to initiate games with other children, opportunities to negotiate and reason over potential conflicts
- Cooking: planning and following recipes and two-step instructions
- Outdoor play areas: role play modelling to children to make complex sentences using joining words in their speech, organising thoughts and language to have meaningful conversations
- Good modelled interactions – ensuring opportunities to interact and socialise with peers in mainstream part of school to support language and communication skills.
- SALT intervention groups/ 1:1 therapy.

- Part of a group or 1:1 daily phonics session following the school's Systematic Synthetic Phonics programme (Phonics Bug – Phase 2/3)
- Precision Teaching – to support sight reading and to start to read and recognise the first 100 High Frequency Words.
- Book Corner: classroom to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests. There will also be 10 class books that have been agreed as part of the school's Literacy Spine.
- Daily 1:1 reading time - home reading book matched to phonic ability to be read regularly.
- School library: Show an interest and preference for books they like and read books matched to their phonics/reading ability from start to finish.
- Role Play areas with resources and opportunities to apply reading skills when in continuous provision.

Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter.	
Writing: - Pupils can hold a writing tools between their thumb and two fingers to develop their control. - Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.	- Funky Fingers Sessions: children practise further developing fine motor skills to ensure control when using writing tools. - Role-play: include writing opportunities where children can practise drawing, making lists, writing letters etc. - Letter Join handwriting scheme and Phonics Bug programme to be followed to support letter formation. - Writing for meaning e.g. making menus, placemats, tickets, writing messages for other classes or reception, writing and posting letters to friends, family or other staff, printing off computer work and writing. - ICT: individual sessions on computer or iPad to practise typing skills

Personal, Social and Emotional Development

Pre-Formal Curriculum – (Linked to Cherry Garden Branch Maps 1-4.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Self Care & Independence: - Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met. - Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).	- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc). - Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process. - Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves). - Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment. - Dinner time: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support, supporting with gastro feeding e.g holding tube.)

	• Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan. • Occupational therapy advice and support.
Relationships & Others: • Pupils will be able to make use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults. • Pupils will show responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games.	• Intensive interaction opportunities throughout the day • Drama games, bucket time and other activities to enable shared, positive experiences with a peer(s). • Sensory room: intensive interaction opportunities • Outside play: intensive interaction, opportunities to interact with children and staff outside of their class • TACPAC: use of positive touch to support children in forming relationships with staff
Feelings, Behaviours & Morals: • Pupils can be comforted by familiar adults, and are beginning to self-soothe with support (using a chew buddy, responding positively to a sensory circuit). • Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person.	• Sensory breaks (trampoline, physio balls, lycra) to support emotional self-regulation – sensory corner in the classroom with resources. • Sensory room: sensory breaks to support emotional self-regulation • Outside play to support emotional self-regulation • Objects of reference/visuals for children to anticipate transitions around the school • Sensory circuits throughout the day as needed to support emotional self-regulation and alertness • Behaviour plans and strategies as needed (chew buddy, weighted jacket, calm down toys) • Use of physical contact and positive touch as a way of offering comfort when needed. • Following the school's behaviour policy for positive reinforcement – Class Dojo points, Proud Cloud, Wow Wednesday etc.
Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Self Care & Independence:	• Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces) • Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe).

• Pupils are able to complete more complex self-care tasks, such as fastenings on clothing and chopping harder foods. • Pupils understand and follow appropriate hygiene routines around hand washing and food preparation. • Pupils have bladder and bowel control, and are able to use the toilet more consistently where appropriate. • Pupils understand how to keep themselves safe in the community, and in different contexts.	• Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls with more complex fastenings, shop, hospital, beauty salon). • Snack and dinner time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices. • Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives.
Relationships & Others Pupils: • Extend their play successfully to include other people and larger groups, and are able to initiate, turn-take and compromise in their play. • Pupils are able to confidently ask for help when required. • Pupils are able to discuss what they like about themselves, and other people.	• Parallel play opportunities throughout the day (role play, cooperative games). • A range of open-ended play opportunities available throughout the day (deconstructed role-play, sand and water play etc). • Outdoor play areas: parallel play opportunities and shared games (chase, hide and seek, follow the leader) • Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon). • Movement: small group activities to encourage collaborative play and shared enjoyment with peers. • Small group activities to encourage collaborative play and shared enjoyment with peers e.g music talking time group sessions. • Book corner: books containing photos of themselves, their peers and families, to encourage discussion about their relationships with others,
Feelings, Behaviours & Morals: • Pupils can follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns. • Pupils are able to express their emotions and have an awareness that their actions can hurt others.	• Symbols/Visual Timetables for children to anticipate transitions around the school • Sensory circuits throughout the day (outdoor play, sensory room), with children being more active in requesting a break when needed. • Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers. • Social stories to support children in managing behaviours, and individualised to suit their needs (visiting the dentist, finishing an activity, sharing, how to deal with anger). • Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately.

	• Transition songs to support and recognise change in routine e.g tidying up song to be sang and encouragement for children to tidy up. • Following the school's behaviour policy for positive reinforcement – Class Dojo points, Proud Cloud, Wow Wednesday etc.
Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Self Care & Independence: • Pupils are able to complete more complex self-care tasks, such as fastenings on clothing and chopping harder foods. • Pupils understand and follow appropriate hygiene routines around hand washing and food preparation. • Pupils have bladder and bowel control, and are able to use the toilet more consistently where appropriate. • Pupils understand how to keep themselves safe in the community, and in different contexts.	• Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces) • Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe). • Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls, with more complex fastenings, shop, hospital, beauty salon). • Snack and dinner time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices. • Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives.
Relationships & Others: • Pupils extend their play successfully to include other people and larger groups, and are able to initiate, turn-take and compromise in their play. • Pupils are able to confidently ask for help when required. • Pupils are able to discuss what they like about themselves, and other people.	• Parallel play opportunities throughout the day (role-play, cooperative games, team games). • A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy (deconstructed role-play, sand and water play etc). • Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). • Role-play: opportunities for children to initiate play with others (shop, hospital, beauty salon). • Sabotaged environments in which children are encouraged to ask for help. • PE: opportunities for team-based games and sports to encourage turn-taking and teamwork – accessing year group PE lessons.

Feelings, Behaviours & Morals: - Pupils are able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool). - Pupils can confidently discuss the feelings of themselves and others, and offer explanations for these feelings. - Pupils can recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult	- Outdoor play areas: opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). - Social stories involving characters with different emotions, for children to label and discuss. - Daily opportunities to carry out simple jobs, such as recycling, delivering messages to other classes, charging iPad, watering plants. - Role-play opportunities to explore feelings, boundaries and right/wrong (adults to model fair and unfair behaviours and encourage discussion of these concepts through play) - Following the school's behaviour policy for positive reinforcement – Class Dojo points, Proud Cloud, Wow Wednesday etc..
* Children following the Formal Curriculum Pathway will take part in their year groups PSHE curriculum where appropriate.	

Physical Development

Pre-Formal Curriculum – (Linked to Cherry Garden Branch Maps 1-4.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Gross Motor: - Pupils will be able to actively explore their immediate environment in order to make choices. - Pupils will be aware of their bodies and some of the different movements they can make. - Pupils will be able to move across different levels to explore their environment.	- Access to table top and floor based motivating play activities and structured sessions- seated and standing. - Reactive environments- opportunities to explore different movements and feel feedback from these movements. - A frames and mobiles to encourage limb movement in order to explore the world around them. - Specialist supportive equipment for children with physical needs- support from physio, OT and MOVE programme. - MOVE Programme; individualised programmes of support and physiotherapy programs for children with physical needs with reduction of prompting clearly outlined - Sensory room; opportunities to work on floor and bed with motivating switch operated equipment,

	• Soft play/soft zone in class; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning. • Open classroom set ups, free of obstacles for children to explore independently, through developmentally appropriate strategies such as crawling, rolling or tummy time. • Body awareness songs • Structured sessions such as TACPAC to encourage movement and reaction to touch.
Fine Motor: • Pupils will be able to use a range of grasps and actions in order to explore objects. • Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon.	• Access to motivating cause and effect toys and equipment. • Access to motivating and exciting objects of different sizes and textures. • Specialist cutlery and equipment for feeding; boat plates, chunky handles etc. • A-frames and mobiles to encourage grasping and manipulating in order to explore the world around them. • Class music corner with a range of instruments. • Messy play; wet and dry for scooping, pouring and exploring • Sensory room; using switch operated equipment. • Sensory baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore • Grasp bags with motivating items with a sensory element – squeaky toys, sensory balls, space blanket etc • Exploring playdough and similar materials to develop grasps and strength. • Adapted prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling.

Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)

<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Gross Motor: • Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc • Pupils will be able to throw and catch a range of different sized balls or objects.	• Access to resources in classroom/outdoor area to work on personal PD targets. • Discrete PE sessions that have been adapted from the school's My PE Passport Scheme. • Playground; ball skills zones with nets, targets, containers. Climbing frames and active zones consistently in use. • Range of tricycles and balance bikes available in EYFS playground. • Soft Play; ball pit in use, gym balls available.

Pupils will be able to apply a range of movements to different contexts.	Mini Trampoline available in classroom; develop jumping and range of movements.
Fine Motor: - Pupils will be able to use fine motor skills as part of construction activities. - Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. - Pupils will be able to use simple tools such as scissors and mark making tools with increasing control.	- Backwards chaining- for dressing and undressing skills – focused on during start/end of day and during changing. - Visual schedules to support the ordering of actions in self-help routines. - Specialist cutlery for eating skills. - Exploring playdough and similar materials to develop grasps and strength. - Construction area in provision with large and small scale construction consistently available. - Snack and Dinner; opportunities to use grasps to select foods for self-service - Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons. - Mark making areas indoor and outdoor; range of mark making materials and tools available such as conditioner, hair gel, paint on easels, brushes, mops, combs etc. - Role play areas with simple tools - Pupil scrap books with motivating or familiar images cut out. - Funky Fingers – group/1:1 sessions. - A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes - ICT; writing apps for iPad and whiteboard - Turning on taps, using soap and towel dispenser. - OT programmes of support for dressing/handwriting if necessary.
Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Gross Motor: Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using.	- Children working on the formal curriculum for their gross motor skills will access their year groups PE lessons with adaptive teaching where needed. - Children on this curriculum will independently, where appropriate, access the mainstream school's playground at break and lunch where they will par-take in a wide variety of physical activities inc. football, relay races, bat and ball games, netball etc.

• Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike. • Pupils will use a range of gross motor skills and apply them to different contexts. • Pupils will understand the rules of and take part in simple team games.	
Fine Motor • Pupils can use fine motor skills to complete all aspects of dressing and undressing independently. • Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) • Pupils can handle a range of tools with increasing independence.	• Backwards chaining for dressing and undressing. • Visual schedules to support sequencing in self-help tasks. • Access to year groups Design and Technology curriculum for activities such as woodwork, sewing etc. • Mark making areas indoor and outdoor; range of mark making tools available. • Opportunities to include mark-making/writing, use of a range of tools in the role-play area. • Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping. • Cooking sessions; using knives to cut harder foods, using different tools (graters, ladels, tin openers etc) to prepare food items. • Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons. • ICT; use of one click and standard mouse. • Construction; more complex connecting construction such as Lego or Sticklebricks. • Small world activities available with a range of different sized and shape resources. • OT programmes of support for dressing/handwriting if necessary.

Cognition and Mathematical Development

Pre-Formal Curriculum – (Linked to Cherry Garden Branch Maps 1-4.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Cognition (Routes Targets):	

- Pupils will be able to actively explore their immediate environment through making purposeful actions with a range of objects/stimulus. - Pupils will be able to engage in early problem solving and have a consistent understanding of cause and effect, in order to exert autonomy over their immediate environment.	- Sensory baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore - Intensive Interaction: holding and manipulating objects, exploring immediate environment, purposeful actions with a range of stimulus. - Cause and effect opportunities and parallel play. - Messy Play – children using hands and feet, other body parts. Use paints, gels, shaving foam, weetabix, coloured sand etc. Have motivators. Use of smells, colours, tastes to enhance experience and use of senses. Hide bells in messy play and other musical instruments. - Mobiles with different noises, sights, textures – children help to make own choosing favourite items. - Drama games – build on anticipation and sequencing by anticipating what will happen next. - Sensory room: Cause/Effect activities, burst/pause, introduce stimuli - Playtime: active exploration of immediate environment with support. - Outdoor play areas: construction blocks to stack, exploration of objects in sand/soil/messy play - Pond/Forest area responding to different stimuli. - Number rhymes e.g five little ducks – starting to show some engagement and anticipation during group sessions. - Object permanence games during play e.g pop up toys, peek a book etc. - Provision mentioned above to support number development.
Number: - Pupils will have an awareness of object Permanence. - Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context.	
Shape, space and measure: - Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of sensory play. - Pupils will start to engage in simple construction activities in order to develop their spatial awareness.	

Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)

<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Number: Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., “Do we need more cups?”	- Snack time: setting the table - 1:1 correspondence of cups/plates for each pupil, counting out snack items, asking for big/small pieces of snack. - Playdough – 1:1 correspondence e.g. making cakes to go in cake tins - Musical instruments – counting bangs on a drum etc.

- Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem. - Pupils will have an understanding of numbers in sequence to 10.	- Soft play: construction, finding hidden items and grouping by size, count actions or objects. Rote counting to 10. - Early counting strategies – physically putting items in containers, Using fingers to consolidate, use of number lines to support counting - Incidental counting in provision in classroom e.g counting jumps on trampoline or how many tops the doll has. - Transitions: counting steps/actions, follow simple sequences - Pond/Forest area: Using outdoor resources to count out and to use for number work. - Number rhymes e.g five little ducks– joining in with number songs and removing/adding props during song.
Shape, Space and Measure: - Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities. - Pupils use a wider range of construction activities to create their own designs and can follow a given design. They are able to construct within horizontal and vertical space at the same time. - Pupils will be able to sort a range of familiar objects according to shape, size or type to support tidying and problem-solving activities. - Pupils will be able to identify differences in size, grouping similar sizes and finding the biggest or smallest.	- Forest/Pond Area: making patterns using range of natural objects, sorting and arranging big/small objects. - Playdough – sorting by shape, size – making different shapes with playdough, making and creating patterns. - Outdoor play areas: larger construction items, bubbles – big/small, dancing – following simple sequences - Playground: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, large wooden discs, carpet rolls, plastic plant pots, cable reels, - Dinnertime- sorting cutlery and crockery. - Helping with jobs around the school: recycling – sorting by type. - Tuff try activities: sorting activities, pattern making through range of different resources. - Role-play activities – sorting and ordering within these activities. - Templates for home corner cutlery and plates to sort etc.
Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Number: Pupils will be able to count objects or actions	Children on our formal curriculum are ready for more subject specific Maths that follows the school's maths scheme. 1:1/group Maths lessons following the EYFS/Y1 Power Maths scheme of work.

accurately to 20, to respond to a simple question or solve an everyday problem.

- Pupils will be able to count out objects from a larger group up to 6, in order to solve an everyday problem.
- Pupils will be able to recognise small number of objects or estimate a larger number in order to make quick decisions or calculations.
- Pupils understand how to add and subtract to engage in real world calculations such as shopping activities.
- Pupils will be able to complete simple sharing, division and doubling in order to solve simple everyday problems and engage in social activities.
- Pupils will have a consistent understanding of number order to 20, in order to support their ability to carry out simple calculations.
- Pupils can sequence events using ordinal numbers to support their understanding.

Shape, Space and Measure:

- Pupils are able to name 2D and 3D shapes and recognise them in the environment.
- Pupils will be able to tell the time to the nearest hour and use simple language related to the time in order to develop their independence in understanding their daily routines.
- Pupils will be able to measure by size, weight and volume, comparing these measures in order to solve simple everyday problems.
- Pupils will be able to describe and understand a range of positional language, including relative

- Role-play opportunities; shops, hairdressers, post office etc.
- Transitions - counting steps to next classroom, countdown to get something to start etc.
- Shop role-play: expect more interactions and accuracy – include price tags, a till, shopping lists for children to follow etc. Lots of opportunities to handle purses, wallets and real money. Throw in additional problems during shop role-play – only give them three pennies to spend or ask for change and see how children react.
- Beebot – positional language.

position, in order to describe their environment or follow instructions. • Pupils will be able to talk about money and recognise the value of coins (to 10p) in order to more independently take part in shopping activities. • Pupils will be able to creatively construct and reconstruct using patterns and familiar 3D shapes to create a self-chosen object of their own design.	
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Understanding the World (Semi-Formal and Formal Curriculum)

Pre-Formal Curriculum (Linked to Cherry Garden Branch Maps 5-7.)	
• Children on this pathway may not yet be ready for the subject specific learning of Understanding the World but will be immersed in activities related to these areas where appropriate.	
Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Scientific Enquiry • Pupils will explore simple scientific equipment in order to use them for a planned effect. • Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing /repeating these actions to increase their problem-solving skills. • Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas	• All pupils with ACC will have relevant scientific vocabulary. • Staff modelling scientific language using communication systems with pupils. • Open ended play set ups that provide simple scientific investigation such as magnetism, forces and heating and cooling. • A range of scientific tools to explore during free play, including scientific role play such as magnifying glasses, test tubes and pipettes. • Music area available for children to practice playing instruments loud\quiet, fast\slow. • Parallel play: children develop play skills and by sharing resources and learning through mirroring actions. • Playground: Large scale scientific enquiry activities - crates, cardboard boxes, swing, roundabout, large blocks, tyres, carpet rolls, cable reels to encourage children to

	explore forces, deconstruction, and commenting and describing their actions/ observations • Cooking sessions to practice using specific tools to cut, heat, cool, mix, separate/combine • Children to have daily access to water/ sand/mud play with a range of tools available • PE lessons using a range of equipment to explore forces, speed and trajectory.
The World Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately. Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences. Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.	• All pupils to have access to their AAC, updated with relevant vocabulary. • Staff modelling appropriate related language using communication systems with pupil and others • Visuals with specific vocabulary to be out at related play set ups • Open ended play set ups that provoke simple exploration of everyday objects • A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function. • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Playground: exploration of their environment, with lots of plants and flowers to explore • Cooking sessions to practice using specific tools for appropriate purpose • Sessions to the pond area and forest school to explore natural objects, plants and gardening • Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports. • Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day. • Pupils to help setting up and preparing snack/lunch to develop their understanding of the use of everyday objects • Tidy up time is used as a teaching activity where children return items to where they are from using
People and Communities Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families.	• Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves. • Children to use cameras to take photos of themselves and others • Sensory stories to be adapted and related to children's own religion/ cultures. • Have personalised books available for the children to see themselves, friends and family.

Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique. Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.	• All pupils to have access to their AAC, updated with relevant vocabulary. • Open ended play set ups that provoke simple exploration of everyday objects • Role play set ups/rooms to reflect different family cultures and traditions eg Diwali, EID • Real life objects in role play area to promote practice of using and understanding their function • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Opportunities to try food from different cultures. • Students doing jobs around school to practice functional skills they have observed at home.
ICT Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions. Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard. Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.	• Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class. • Single click mouse, lower case keyboard and headphones used to facilitate access. • Adapted switches for pupils with barriers to access. • A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance. • More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys. • Daily access to a range of fine motor activities to increase skill and control. • Real ICT equipment available for exploration – CD players, cameras, phones • Role play area using real world objects such as old laptops and telephones. • Use of switches to allow pupils to control equipment independently. • Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk. • Use of typing and mark-making programs to support the CLL curriculum. • Pupils to print out work created on the computer for display in the classroom • Children's youtube app for reward times to promote independence in finding and playing the videos or songs.
Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?

Scientific Enquiry Pupils will be able to carry out a simple science investigation to find something out, choosing and collecting appropriate tools, collecting and recording data and saying what they might do differently next time. Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. Pupils will begin to experiment with electrical components, developing their understanding of electricity in order to build a simple working circuit. Pupils will begin to sort objects according to specific scientific attributes to help them in understanding	Children on our formal curriculum are ready for more subject specific learning and will follow the National Curriculum for subjects such as Science and geography – this will either be adapted from their year group curriculum or they will access a year group curriculum that is in line with their development. • Pupils to have constant access to their AAC, including key scientific vocab. • Communication aids (eg. Book) or symbols to introduce new scientific vocabulary • Visual schedules to allow pupils to follow a set of instructions to complete the task. • Structured sequence board or other appropriate template to allow pupils to plan their actions more independently. • Cooking sessions planned by the pupils (choose recipe, write shopping list, plan instructions etc) to make predictions, practice using tools and discuss physical processes • A simple structure for pupils to say what they liked/didn't like or what they want to do differently. • Modelling simple science experiments for pupils to copy and plan themselves in play set ups – supported by visuals • Adult commenting rather than questioning to develop language. • A group of pupils at a similar level in order that they can engage in cooperative/associative play and learning. • Object hunts in school/ playground made of different objects to discuss and sort • Pupils exposed to lots of electrical devices and circuits to practice safely deconstructing/ fixing and experimenting • Simple visual safety instructions modelled by adults. • Exciting play set ups that provoke children to explore forces and experiment with objects • A wider range of functional tools to explore during free-play, including scientific measuring tools eg stop watch, measuring jugs, thermometers, scales, tape measures,
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People and Communities Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective. Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.	• Children to use cameras to take photos and videos of special school events to later discuss. • Book corner to have cultured related stories e.g Handa's surprise • Have personalised books available for the children to promote discussion of special personal events. • All pupils to have access to their AAC, updated with relevant vocabulary. • Topic related fringe vocabulary added to AAC regularly. • Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID ,Christmas theme • Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop • A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed. • Weekly cooking sessions to practice cooking dishes from different cultures and events. • Adult questioning rather than commenting to develop understanding.
The World Pupils will be able to move around their environment confidently, naming different places in their home, school and community. Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time. Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world. Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.	• All pupils to have access to their AAC, updated with relevant vocabulary. • Staff modelling scientific language using communication systems with pupil and others • Open ended play set ups that encourage children to investigate and problem solve. • A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Regular pond area and forest school sessions to help understand how to grow and look after plants. • Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g music, softplay. • Students doing jobs independently around school to practice transitioning to different places. • Children encouraged to use communication aids/spoken language to request items which are not present.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in	
ICT Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions. Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing.	• Access to a range of simple computer programs and games such as Purple Mash • Real ICT equipment available for exploration – CD players, cameras, phones • Role play area using real world objects such as old laptops and telephones. • Use of cameras and photo editing programs for art and PSED sessions • Pupils help with school jobs such as photocopying, putting on the washing machine etc.. • Opportunities for supported and independent work on the computer and ipad across the curriculum. • Supervised cooking, DT, woodwork and music activities that provide opportunities for use of a variety of electrical equipment such as: sewing machine, drill, blender, cooker, sound recording apps or devices. • Access to music or art packages on the computer or ipad which involve a range of controls. Eg changing, colour, shape, size and orientation for a drawing package. Changing instrument, tempo and pattern in a musical games.

Expressive Arts and Design (Semi-Formal and Formal Curriculum)

Pre-Formal Curriculum (Linked to Cherry Garden Branch Maps 5-7.)	
• Children on this pathway may not yet be ready for the subject specific learning of Understanding the World but will be immersed in activities related to these areas where appropriate.	
Semi-Formal Curriculum – (Linked to Cherry Garden Branch Maps 5-7.)	
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Creative Performance: Pupils will be able to perform familiar songs and	• Drama games. • Action songs. • Follow the leader games. • Burst pause, with pupils finishing off familiar rhymes and songs.

movements as part of a group, gaining improved memory and social skills. Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body. Pupils will have developed a sense of steady rhythm, allowing them to start creating their own pieces of work.	• Turn-taking games. • Call and response songs/drumming. • Music exploration area. • Fine motor activities to improve physical manipulation skills. • Body sounds copying games – clapping, stamping, tapping etc. • Movement and music sessions. • Adult modelling. • Hand under hand for practicing new fine motor skills. • Music sessions with specialist music teacher 1 x 30 mins per week. • Option to join choir.
Media and Materials: Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers. Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity. Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work. Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.	• Construction area – block play and connecting materials. • Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised • Large scale building opportunities in indoor and outdoor environments • Junk modelling • Lego therapy • Interactive whiteboard drawing games • Ipad drawing games • Colour changing equipment and switches in sensory room • Access to a range of mark-making and painting materials. • Light box colour mixing with translucent objects and materials • Outdoor mark-making area (blackboard, whiteboard, water painting) • Texture trail, texture baskets • Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing. • Open-ended, process led art opportunities.
Design Technology: Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices.	Key strategies and types of provision/resources: • Messy play • Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc)

Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas.	• Fine motor activities to improve physical manipulation skills • Staff modelling of tool use with the lowest level of prompt necessary • Modelling of key language by all staff as well as modelling of AAC use relevant to the child • Gardening activities • Role play area with everyday tools
Creative Expression: Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support. Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent).	Key strategies and types of provision/resources: • Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen • Drama games • Sensory stories with elements of dressing up and role play • Structured small world story telling sessions • Scrap books of the pupils' activities with photographs and pupil notes/drawing

Formal Curriculum – (Linked to Cherry Garden Branch Maps 8+)

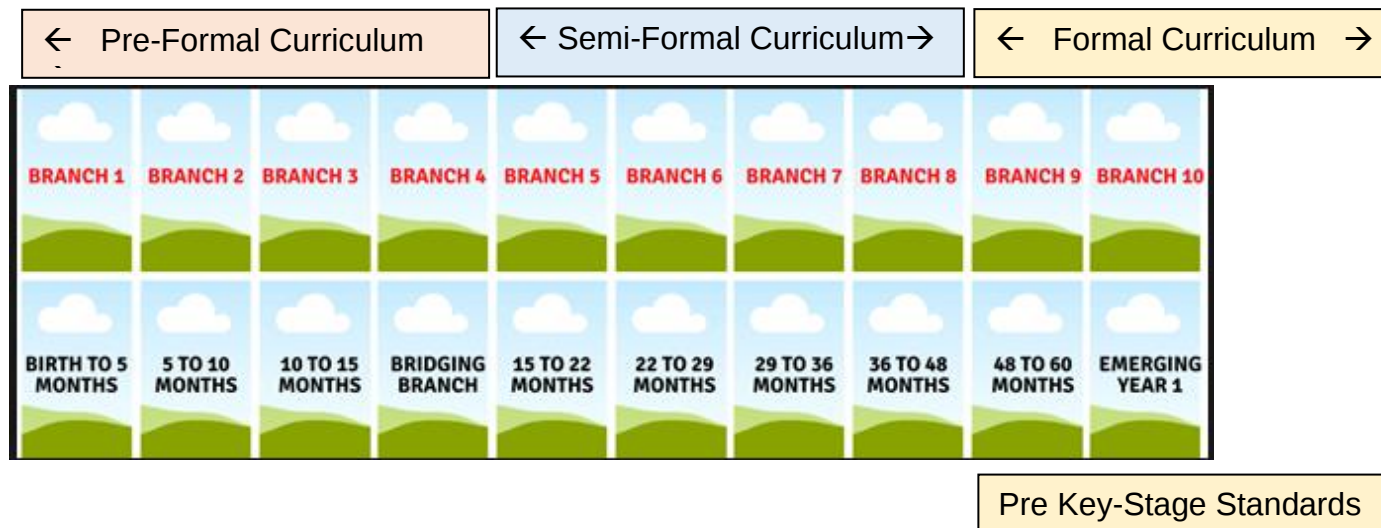
<u>Intent</u> What outcomes do we want the children to achieve by the end of this curriculum stage?	<u>Implementation</u> What opportunities and provision will we provide in order to achieve this?
Creative performance: Pupils will be able to independently perform a pre-rehearsed song or dance individually, building their confidence and memory. Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential skills.	Children on our formal curriculum are ready for more subject specific learning and will follow the National Curriculum for subjects such as Science and geography – this will either be adapted from their year group curriculum or they will access a year group curriculum that is in line with their development. • Performance groups in movement lessons • Action songs • Music area with a wide range of instruments which can be played in different ways • Sequencing activities using visual supports • Pattern making activities with physical objects and actions • Modelling of simple sequences which can be adapted • Option to join choir • Singing hands activities • Movement and music sessions • Follow the leader activities – led by the child

Media and Materials: Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	• Independent access to a wide range of art and craft materials, tools and equipment across the school day – clearly labelled and well organised • Free-play art • Artist focused explorations to model new ideas and techniques • Open-ended play opportunities, supported by flexible staff who follow the lead of the child. • Creative ipad apps •
Design Technology: Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.	• Modelling of key language and use of child's AAC where needed. • Plan, do, review structure at language level appropriate to the child. • Visual supports for planning and evaluating activities at the key word level appropriate to the child. • Staff modelling of tool use, with no physical prompting. • Access to construction areas with higher level resources – mechano, junk modelling, cogs and gears etc • Backward chaining of sequences of actions • Adult modelling
Creative Expression: Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium. Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of relevant costumes for different characters, showing an awareness of familiar roles in their community.	• Pupil scrap books • Small world and puppet storytelling sessions • Role play area with a wider range of themes and including multiple roles, some of which may be further from the child's everyday experiences – holidays, seaside, cinema etc • Jigsaw emotions sessions – mirror work, storytelling, circle times • Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day.

Assessment

All children will be assessed using the Cherry Garden Branch Maps assessment tool and against targets set from their most recent EHCP Annual Review. The branch maps are intended to be child-centred documents that allow for a flexible approach to assessment. Using Cherry Garden Branch Maps means a child's learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from moving forward. Progress towards targets is monitored on an ongoing basis and is recorded on Tapestry where staff add pictures, videos and notes to evidence children's learning and progress. We also work in close partnership with different therapists who will closely monitor the progress of our children in different areas and will set targets that are worked on within school.

Once our children are working on the formal curriculum pathway, they will be ready to follow the expectations of the National Curriculum and will start to be assessed against the pre-key stage standards and expectations for the year group they are working at.



We use a further variety of methods to provide a holistic assessment of our pupils. Some additional ways of assessing our children include:

<u>Pre-Formal Curriculum/Semi-Formal Curriculum</u>	<u>Formal Curriculum</u>
• Engagement Model: These children will have an engagement profile that is used when observing them in various scenarios in the classroom to assess their progress and levels of engagement during different activities.	• NFER tests: To assess Reading and Maths attainment for children working at Key Stage 1 level. • Assessment against the Pre Key-Stage Standards once they have progressed through the Cherry Garden Branch Maps. • PE Passport for those children accessing the mainstream PE curriculum. • Work Books: Children on the formal curriculum will have more subject specific work books to record their work e.g Maths books and Topic books.