



Alfreton Park Informal Long -Term Plan- Three Year Cycle

At Alfreton Park we offer a curriculum for our informal pupils which promotes autonomy, communication, repetition and a sense of community. We begin to include some more structure and formalised lessons although these remain in the areas of our school curriculum; the four areas of the EHCP. We ensure our sessions are rich in awe and wonder and develop the skills and knowledge they need to move through school life.

Our environment is stimulating, engaging, warm and inviting with opportunities for child led or focused learning which promotes challenge, exploration, excitement and builds a love of learning.

It is our intent that all our children develop physically, cognitively and emotionally in a space which encourages and promotes cultural capital and British values in a meaningful and purposeful way. We want to ensure our pupils are regulated

We ensure our pupils ILP targets which are taken from the EHCP are at the heart of our learning, entwined with the 4 areas of the EHCP as well as linking health, mobility and independence.

At Alfreton Park our pupils are caring, respectful, confident. Have a sense of self believe and reach for the stars. ★

We have created the long -term plan through the use of the EQUALS informal Curriculum scheme of work. The parts of the curriculum we follow are as follows;

My Communication, My independence, My sensory play, Cookery/senseology, My physical well-being , The world about me

We have also taken elements of the national curriculum and adapted to meet the needs of our learners; these include:

Literacy, White Rose Maths, Music, PE, Art

Informal pathway KS1-2 Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Interaction To be part of the good morning routine and other established routines in the day.	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH
	Attention Autism – Bucket My senses	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket
	My Communication To work on 'I want' communications... To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY SCENARIOS	My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To communicate with peers and others around them. To establish choices that might have consequences. ROLE PLAY SCENARIOS	My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3 part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY SCENARIOS	Communication declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately. Practice communication in settings such as parties, weddings etc. ROLE PLAY SCENARIOS	My communication Extend communications between peers/partners in joint activities. Copying each others expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term.

Cognition and learning	Literacy Sensory stories Stories with predictable and patterned language Stories with familiar settings Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance	Literacy Sensory stories 'Light and Dark' Traditional stories, stories from a fantasy world. Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance	Literacy Sensory stories Traditional stories Different stories from the same author Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance	Literacy Sensory stories Poems-Using the senses, poems on a theme, patterns on the page. 'Silly Stuff' Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance	Literacy Sensory stories Stories from a range of cultures Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance	Literacy Sensory stories Labels, lists and captions. Information texts.E.g. a shopping list story or NF text. Mark making- write dance, dough disco. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together Write Dance
	Maths- number To put in and take out. To make with 1:1 correspondence. To hear, listen and participate in a range of number rhymes and games. To demonstrate an awareness of cause and effect e.g. ready, steady go...' To match numerals and be supported to count out amounts. Rote counting.	Maths- Geometry Exploring a range of 2/3D shapes. Creating shapes and patterns. Creating towers and sculptures. To create shapes using playdough. Inset jigsaw puzzles and increasingly complex jigsaws. Sort shapes into groups of the same. Match symbols to shapes. Name and colour in shapes. Create artwork using one shape only.	Maths- Measurement To cut different lengths of materials, explore these and make own ribbon ring or mobile. To handle big and small of the same item. Will order from biggest to smallest. Will use vocabulary relating to the different sizes. Explore objects such as stacking cups and Russian dolls. Draw around each other and compare height. Measure self against number of an objects.	Maths- Number Giving one on request, including when working with early money and number e.g. 1p. Will match numbers to rhyme sheets, Will have an awareness of 1 or lots. Will find the bigger or smaller of two groups. Can count out amounts up to 5, 10 20. Can order on a number line. Give me one more, take one away. Rote counting.	Maths- Statistics Grouping and matching pictures to sets. Matching patterns Copying patterns (chapes, clapping, beats) To label objects, including those with numbers. To take the register in class and mark off who is here. Simple word problems	Maths- time Understanding music cues and OOR Days of the week Exploring routines within the day, getting dressed, breakfast, teeth brushing. Order these in symbol format. Begin to use and understand words that demonstrate a passage of time.

	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's
	Cookery Skill: Juice using a juicer to extract e.g., orange juice or squeezing with hands	Cookery Skill: Mixing using spoons or a hand whisk, e.g., angel delight, custard powder, single cream to whipped	Cookery Skill: Peel by hand, oranges/banana Or using a peeler, e.g., to peel the skin of an apple or potato	Cookery Skill: Spread using a knife, soft ingredients e.g., butter, cheese spread, hummus etc.	Cookery Skill: Shape by hand, e.g., bread roll or cookie dough	Cookery Skill: Shape by rolling pin e.g., biscuit dough
	My Sensory play Solitary play Sand and water play- lots of cups, spades, buckets, pouring and digging Varying temperatures Pumps and chutes and different water tools Practice dressing and undressing Kinetic sand, mood sand making own. Oobleck. Play with food stuffs Play with a range of different boxes, bags, balls that vary in size. Group and sort, stand fill and unfill containers. Heuristic play Kinaesthetic play Physical play Bikes, trikes and scooters	My Sensory play Parallel play Learners are free to come and go as they please. Ball pool games Pouring Emptying Filling, pouring, banging, emptying, using pots and pans as containers. Repeat all the play mediums as highlighted in the sensory play handbook. Using a range of resources.	My Sensory play Shared play Use of soft toys to share or turn take. See previous activity suggestions and SoW. Mimic interactions. Model and share.	MY Sensory play Turn Taking play Choose central and common resoiorces with lots of equipment and pieces. Use one key resource that is limited to two pieces. Train and tracks- limiting the number of pieces etc. Water tray with one jug. Repeat for various activities as highlighted previously. Good solid relationships with the pupils is key.	My Sensory play Co-operative play Use staff to create play scenes with the pupils. Don't mediate, allow low level frictions to occur. Pupils to take own autonomy to resolve the conflict.	My sensory play Recap the whole year of play and continue to build on the sequence of learning how to play.
GENERAL THEMES/ Anchor These themes may be adapted at various points to allow for children's interests to flow through the provision	Who am I/ Ourselves Getting to know my new class Being me, in my world Explore all the senses- removing a sense and see what happens. Use single senses. Learn about similarities and differences between others. Looking after outself. Looking after others (including animals) with care and compassion.	Light and Dark/Keeping warm (seasonal changes) Experience light and absence of light. Interact with a range of light sources. Learn about light and how it affects objects. Observe light sources in more intense dark rooms and how they change vision etc. Explore hot and cold temperatures and how to measure. Learn about materials that keep objects hot or cold.	The world about me Sorting and using materials Explore everyday objects and their properties. Explore senses and develop skills of observation. Group and sort materials in different ways.	Who put the colours in the rainbow? Colour naming, sorting, mixing. Painting. Elmer or other stories including 'The Day the Crayons Quit'	The world about me History Ancient Greeks Explore the ancient Greeks. What did they like to eat, games they played, culture, explore the Olympics	The world about me Water, water, everywhere Water cycle, ponds, rivers, oceans. The importance of water. Where does water come from? What do we need water for?

Computing EYFS/KS1 taken from purple mash	Purple Mash – 2Count Numerical Patterns Maths ~City game Comparing quantities and know amounts up to 10/20. Speed of vehicles Toy shop matching game	Purple Mash – Sorting & sequencing quiz Grouping and Sorting To sort objects using a given criteria To sort items on the computer by given criteria To continue to extend this through different formats	Purple Mash – About me Digital literacy My face, my body Who is in my family? My friends How I feel	Purple Mash – 2Paint Animated story books Drawing and creating Animation Sounds and more Making a story Copy and paste	Purple Mash – Pictograms Pictograms Data in pictures Contributing to class pictograms Recording results by sorting 2Paint Greek Myths	Purple Mash – 2Go Maze Explorers Use arrow keys to go forwards and backwards. Begin to use beebots or programme simple moving objects. Begin to use different positional language.
	Fundamentals Follow cards in school.	Dance See equals KS1,2,3 (depending on KS you teach) - improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers. Create dances and performances for Christmas productions.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes. Flexibility Strength Technique Core Balance	Invasion games Hockey Holding a stick and using this to control a ball. Moving at different speeds with a ball, dribbling around apparatus. Using ball to shoot into a goal. Begin to understand rules of Hockey and how to attack in different situations. Begin to play basic games	Net and Ball games Rounders To hold bat correct and understand the rules of the game. To name different pieces of equipment and familiarise self with these. To begin to practise hitting the balls. To play games of rounders and develop sportsmanship	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.
Physical and sensory Equals for My physical wellbeing	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to	My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to

	develop gross motor skills To select and access equipment appropriately	To select and access equipment appropriately	develop gross motor skills To select and access equipment appropriately	develop gross motor skills To select and access equipment appropriately	develop gross motor skills To select and access equipment appropriately	develop gross motor skills To select and access equipment appropriately
	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool
Social, Emotional and Mental Health Equals-informal curriculum	Forest School – Sound Bathing and environmental sounds Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School – exploration of environments Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School – Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School
	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day
	My Independence-Equals My dressing and undressing To identify and utilise clothing appropriately. To wear appropriate clothing, especially in relation to room or activity type and in regards to the weather/opportunity. To put on and take off different items of clothing.	My Independence-Equals My dressing and undressing Develop control of fine and gross motor skills. E.g fastenings and buttons.	My Independence-Equals My Travel To walk as independently as possible around school. To walk around the park with reduced levels of support.	My Independence-Equals My Travel To cross a road with minor support. To press a traffic light To be aware of land markings	My Independence-Equals My cooking To use a knife to cut or spread. To open containers and replace lids on a range of containers. To put equipment back in its usual places. To wash up and dry all equipment used. To wash and dry hands in a thorough way to prepare for cooking.	My Independence-Equals My cooking To use a knife to spread and cut soft foods/playdough or other malleable material. To use a knife to make sandwiches. To match, read some symbols and follow a recipe.

RSHE (PSHE Association KS1-2 Areas)	Families and people who care for me PSHE Association: Self-awareness (SA4 People who are special to us)	Health and Prevention PSHE Association: Self-care, support and Safety (SSS1 Taking care of ourselves)	Online relationships PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online)	Respectful relationships PSHE Association: The world we live in (WILI1 Respecting differences between people)	Changing body PSHE Association: Growing and Changing (CG4 Different types of relationships)	Healthy eating PSHE Association: Healthy lifestyles (HL1 Healthy eating)
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Parental Involvement	Parents evening Harvest Festival	Christmas concert and performance	Annual reviews (although these might be spread out throughout the year)	Parents and grandparents gardening session. Grow with me!	Farmer's market	Meet and Greet (new teachers) Sports day
RE Equals KS1/2 To be shared through sensory stories, trays, songs and experiences.	Why do people go on journeys to sacred places?	How is Christmas expressed through the arts?	Belonging- how are new babies welcomed into the world?	What makes Easter a special time for Christians?	How does our community care for others?	Why do we wear clothes for different occasions?
	The Arts, Music and Technology Art Music I've Got a Body – resonance boards and free flow Technology	The Arts, Music and Technology Art Music Explore instruments and pop play-along Nativity Technology	The Arts, Music and Technology Art Music Resonance boards – play and stop Technology	The Arts, Music and Technology Art Music Press, strum, bang – My turn, Your turn Technology	The Arts, Music and Technology Art Music I Am the Music Man – explore structure – perform – percussion and piano Technology	The Arts, Music and Technology Art Music Carnival of the Animals – I am a Lion etc – sensory resources Technology

MOVE

MOVE is a functional program that must be integrated into the pupil's daily school life. MOVE is not an add on, but an essential link to learning and movement. Think about what session you are developing and how MOVE targets can be practiced within each session.

Repetition and consistency is key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy and Hydrotherapy programs.

EHCP/ ILP

ILP's should form the basis for learning outcomes.

Sessions to be planned using the anchors allowing pupils to develop skills linked to ILPs throughout a range of experiences, media and with a variety of familiar adults. Consolidating individual targets are vital to allow pupils to progress and reach EHCP targets.

Informal pathway KS1-2 Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Interaction To be part of the good morning routine and other established routines in the day.	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH
	Attention Autism – Bucket My senses My Communication- To work on 'I want' communications...' To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY SCENARIOS	Attention Autism – Bucket My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To communicate with peers and others around them. To establish choices that might have consequences. ROLE PLAY SCENARIOS	Attention Autism – Bucket My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3 part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY SCENARIOS	Attention Autism – Bucket Communication declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately. Practice communication in settings such as parties, weddings etc. ROLE PLAY SCENARIOS	Attention Autism – Bucket My communication Extend communications between peers/partners in joint activities. Copying each others expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	Attention Autism – Bucket My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term.
Cognition and learning	Literacy <i>Stories from other cultures</i> Students should be exposed to/hear texts above a level at which they can read.	Literacy <i>The Alphabet!</i> (Assessment at what we can do- additional drive on reading and phonics to ensure correct streamlined groups if appt.)	Literacy <i>Fiction/ Non-fiction texts</i> Students should be exposed to/hear texts above a level at which they can read.	Literacy <i>Rhymes</i> Students should be exposed to/hear texts above a level at which they can read.	Literacy <i>Instructions- following a set on instructions, writing instructions</i> Students should be exposed to/hear texts above a level at which they can read.	Literacy <i>Stories with predictable texts</i> Students should be exposed to/hear texts above a level at which they can read.

	<p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>
	Texts	Texts	Texts	Texts	Texts	Texts
	<p>Handa's surprise/ hen</p> <p>Aladdin</p> <p>Mulan</p> <p>Dim sum for everyone</p> <p>Paddington bear</p>	<p>Lost and found</p> <p>One snowy night</p> <p>Goodbye summer hello autumn</p> <p>It's a cold dark night</p>	<p>Whatever next</p> <p>Rocket girl</p> <p>Back to earth with a bump</p> <p>The universe</p>	<p>Singing in the rain</p> <p>I hear thunder</p> <p>It's raining its pouring</p> <p>Pitter patter raindrops</p> <p>The sun has got his hat on</p> <p>Frosty the snowman</p>	<p>Hokey cokey</p> <p>The grand of duke of York</p> <p>The pirate went to sea</p> <p>Cha Cha slide</p>	<p>Jack and the beanstalk</p> <p>Little red hen</p> <p>The tiny seed</p> <p>Each peach, pear, plum</p>
	Maths - The number system	Maths – Money	Maths – Weight	Maths – Shape	Maths - Number-adding and taking away from groups	Maths – Time
	<p>To explore</p> <p>One and groups/many/lots.</p> <p>Use numbers in every day situation.</p> <p>1:1 correspondence and counting out amounts.</p>	<p>Matching and sorting coins into groups.</p> <p>Understanding that money has value and how else this can be represented other than coins. Understanding money is a transfer.</p>	<p>Using vocabulary; heavy, light, heaviest, heavier, lighter. Apply to real life objects and use appropriately in correct situations.</p> <p>Use scales in cookery to weigh out objects.</p>	<p>Exploring a range of 2/3D shapes. Creating shapes and patterns.</p> <p>Creating towers and sculptures. To create shapes using playdough.</p> <p>Inset jigsaw puzzles.</p> <p>Sort shapes into groups of the same.</p> <p>Match symbols to shapes.</p>	<p>Begin to understand adding groups and the increase in amounts.</p> <p>Repeat for subtraction.</p> <p>Complete addition and subtraction in the simplest form. Add one more child to the group.</p>	<p>Moving in a range of ways/- slowly and quickly. Responding in music.</p> <p>Sequence symbols and photos in time order- school da.</p> <p>Use time related vocab e.g., playtime, home time, bedtime.</p>

				Name and colour in shapes. Create artwork using a range of shapes.	Take away a biscuit from the plate.	
	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's
	Cookery Skill: Pull e.g., fruit from the vine (grapes/tomatoes)	Cookery Skill: Crush (fork & masher) e.g., soft fruit (banana or raspberries to top or add to a yoghurt)	Cookery Skill: Mix/stir to loosely combine ingredients	Cookery Skill: Spread e.g., ingredients evenly over another food	Cookery Skill: Shape with accuracy for a desired effect e.g., bread roll, dough ball	Cookery Skill: Spoon, ingredients between 2 containers
	My Sensory play Solitary play Sand and water play- lots of cups, spades, buckets, pouring and digging Varying temperatures Pumps and chutes and different water tools Practice dressing and undressing Kinetic sand, mood sand making own. Oobleck. Play with food stuffs Play with a range of different boxes, bags, balls that vary in size. Group and sort, stand fill and unfill containers. Heuristic play Kinaesthetic play Physical play Bikes, trikes and scooters	My Sensory play Parallel play Learners are free to come and go as they please. Ball pool games Pouring Emptying Filling, pouring, banging, emptying, using pots and pans as containers. Repeat all the play mediums as highlighted in the sensory play handbook. Using a range of resources.	My Sensory play Shared play Use of soft toys to share or turn take. See previous activity suggestions and SoW. Mimic interactions. Model and share.	MY Sensory play Turn Taking play Choose central and common resources with lots of equipment and pieces. Use one key resource that is limited to two pieces. Train and tracks- limiting the number of pieces etc. Water tray with one jug. Repeat for various activities as highlighted previously. Good solid relationships with the pupils is key.	My Sensory play Co-operative play Use staff to create play scenes with the pupils. Don't mediate, allow low level frictions to occur. Pupils to take own autonomy to resolve the conflict.	My sensory play Recap the whole year of play and continue to build on the sequence of learning how to play.
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	The world about me Our Family & people who help us. Who is a part of our family? Parents, siblings, carers, grandparents, wider family, school. How do they help us?	The world about me Keeping Warm! How can we stay warm when it is cold outside? Look at clothing, foods, we eat, activities to stay warm, what do animals use to keep warm?	The world about me Earth, Space & the Solar System Explore the solar system, space, the moon and planets. Can be linked to drama and visits to the moon/ space. Astronauts/ spaceships/ rockets.	The world about me Weather & the seasons Link weather types to the different seasons, explore activities, special clothing, foods we eat during different seasons.	The world about me Motion. How things work. Linking to forces push, pulls, making things happen, batteries and energy sources.	The world about me Green Plants and good things for our bodies. Explore planting a range of vegetables, what do they need to grow? why are they good to eat? Benefits of healthy foods

<i>Computing EYFS/KS1 taken from purple mash</i>	Purple Mash/ Computing Mini mash – People who help me	Purple Mash/ Computing 2Paint a picture	Purple Mash/ Computing Maths City 1 – explore Space	Purple Mash/ Computing Paint projects – Nature <i>Making toys work</i>	Purple Mash/ Computing 2Design and make <i>Bee bots</i>	Purple Mash/ Computing Simple city Garden Centre <i>Digital painting</i>
	The Arts, Music and Technology Art Self portraits and our family Drawing. Mark making, fine motor skills Music Action Songs – Head shoulders Copying actions 1-1 Technology	The Arts, Music and Technology Art Sculpture Junk modelling, gross motor skills. Textiles; build skills to work with fabrics. Threading, cutting. Music Now That's what I call Xmas – Shake and stop (jingle bells) Technology	The Arts, Music and Technology Art Space Theme Collage; to build skills to manipulate different materials. Ripping, scrunching, work towards cutting. Music Action songs – from your seat - Learning Station Repeat back – body percussion Technology	The Arts, Music and Technology Art Frida Khalo Shapes Whole school focus Music 1-1 explore the piano– coloured notes Since you've been Gone (Percussion, taking turns) Technology	The Arts, Music and Technology Art Colour Recognition Music I've Got a Body To engage in musical conversation (playing together or parallel play) with a member of staff - Technology	The Arts, Music and Technology Art Painting and colour mixture. Music I've got a body To respond to a musical greeting (in turns, as part of a group) Technology
Physical and sensory Equals for My physical wellbeing	Fundamentals Follow cards in school.	Dance See equals KS1,2,3 (depending on KS teaching) - improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	Invasion games Tag Rugby. Own agility, working on speed and direction. Rolling and receiving balls. Throwing and catching. Begin to play games of tag rugby with peers. Removing Velcro strips at different speeds. Putting ball down between a space.	Net and Ball games Netball Passing- different types. Catching. Pivoting. Stop, starting. Distances between people. Shooting. Playing basic games as a team.	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.

	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>	<p>My Physical Well-being Sensory integration and sensory circuits as part of the daily routine including: Climbing equipment Benches Trampettes Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately</p> <p>Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool</p> <p>Rebound - www.reboundtherapy.org</p>
<p>Social, Emotional and Mental Health</p> <p>Equals-informal curriculum</p>	<p>Forest School – Sound Bathing and environmental sounds Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>	<p>Forest School – exploration of environments Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>	<p>Forest School – Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>	<p>Forest School - Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>	<p>Forest School - Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>	<p>Forest School - Planned for by Marie, Wendy, Sam and Rich</p> <p>MY Outdoor School</p> <p>Thrive time in class- Question of the day, mini videos, song of the day</p>

	My Independence	My Independence	My Cooking	My Cooking (repeat yr1 until mastered)	My Shopping	My shopping
	Dressing and undressing Knowing body parts Identifying items of clothing Matching appropriate clothing to weather types and places. Putting on and taking off clothing. To find my lost...	Dressing and undressing Understanding the sequence of changing Develop self - organisation skills Develop problem solving skills Develop independence e.g., changing clothes, a fashion show. Sort dirty and clean clothes, understanding personal hygiene Privacy when getting changed.	Following instructions for basic hygiene Preparing self for a cooking activity Learning how to spread and cut e.g., toast. Opening and closing/replacing containers. Using a knife to chop vegetables.	Making toast independently. Making a toasted sandwich. Using a kettle - making tea, coffee, hot chocolate.	Understand that money is a means of exchange Recognise or matching coins Using real money out in the community Using a bank.	To explore the local community and visit a range of shops that you can buy clothes, cleaning materials, hard ware store, food, chemist etc. Identify what you would like to buy and where you could get it from.
RSHE (PSHE Association KS1-2 Areas)	Respectful relationships PSHE Association: The world we live in (WIL15 Belonging to a community)	Caring friendships PSHE Association: Self-Awareness (SA3 Playing and working together)	Internet safety and harms PSHE Association: Self-care, support and safety (SSS3 Trust)	Mental wellbeing PSHE Association: Managing feelings (MA1 Identifying and expressing feelings)	Physical health and fitness PSHE Association: Healthy Lifestyles (HL2 Taking care of physical health)	Healthy eating PSHE Association: HL1 Healthy eating)
<i>Our British values</i>	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Parental Involvement	Parents evening Harvest Festival	Christmas concert and performance	Annual reviews (although these might be spread out throughout the year)	Parents and grandparents gardening session. Grow with me!	Farmer's market	Meet and Greet (new teachers) Sports day
RE <i>Equals KS1/2 To be shared through sensory stories, trays, songs and experiences.</i>	What do people around me believe?	Why is Jesus a special person?	What can happen at weddings?	Why did Jesus tell stories?	What can Buddha teach us?	How is Ganesh worshipped by Hindu's?

MOVE

MOVE is a functional program that must be integrated into the pupil's daily school life. MOVE is not an add on, but an essential link to learning and movement. Think about what session you are developing and how MOVE targets can be practiced within each session. Repetition and consistency is key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy and Hydrotherapy programs.

EHCP/ ILP
ILP's should form the basis for learning outcomes. Sessions to be planned using the anchors allowing pupils to develop skills linked to ILPs throughout a range of experiences, media and with a variety of familiar adults. Consolidating individual targets are vital to allow pupils to progress and reach EHCP targets.

Informal pathway KS1-2 Cycle 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Interaction To be part of the good morning routine and other established routines in the day.	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	Sensory Stories TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH
	Attention Autism – Bucket My senses My Communication- To work on 'I want' communications...' To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY SCENARIOS	Attention Autism – Bucket My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To communicate with peers and others around them. To establish choices that might have consequences. ROLE PLAY SCENARIOS	Attention Autism – Bucket My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3 part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY SCENARIOS	Attention Autism – Bucket Communication declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately. Practice communication in settings such as parties, weddings etc. ROLE PLAY SCENARIOS	Attention Autism – Bucket My communication Extend communications between peers/partners in joint activities. Copying each others expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	Attention Autism – Bucket My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term.
	Literacy <i>Plays</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.	Literacy <i>Stories and Fairy Tales- Teacher's choice based on interest of cohort</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco,	Literacy <i>Narratives</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.	Literacy <i>Stories from the same Author</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.	Literacy <i>African Folklore</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.	Literacy <i>Non – fiction and instructions.</i> <i>How to make a sandcastle, ice cream at home.</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco,

	Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.
	Texts	Texts	Texts	Texts	Texts	Texts
	Supertato Our superhero within Spiderman and his amazing friends 10 Little superheroes	Little red riding hood Peter pan Polar express Three billy gats gruff	Dinosaur roar Harry and the dinosaurs 10 little dinosaurs The dinosaur that poed the bed	Spinderella Super worm Snail and the whale What the ladybird heard	When the cheetah cried Anansi the spider Nelson Mandela's favourite African folklore tales Lion King	I spy at the seaside Billy's Bucket Look at what I found Lucy and Tom at the seaside
	Read, write, Inc					
	Pupils may not be following the program as not yet ready, but should still have the experience of weekly sounds, letters, rhyme time and other pre literacy reading, writing skills.					
	Number- Amounts	Position and Direction	Problem solving skills	Length and Height	Time	Number
	Explore none, zero, nil, nothing. Comparing sets of amounts, adding and taking away. Bigger and smaller groups.	Placing items on top of, under, in, though. Pupils to follow simple instructions of positional language. Can you put the hat on top of your head, put the car under the ramp, the boat on the water?	See EQUALS SoW. My Thinking and Problem Solving- Memory building etc.	To explore similar objects of different sizes. To explore lengths. To explore big and little objects, sorting into groups. To begin to use non-standard measurements of length and height. To compare objects by height and order.	Begin to use non- standard measurement of time e.g., clapping, drumming. Explore 1minute sand timers and alarms to signify passage of time and what is next.	Grouping numbers which group is bigger/ smaller? Explore the use of ordinal numbers 1 st , 2 nd , 3 rd . Pupils to race boats, cars or self which one comes, 1 st , 2 nd , 3 rd ? Link to PE

	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's
	The Arts, Music and Technology	The Arts, Music and Technology	The Arts, Music and Technology	The Arts, Music and Technology	The Arts, Music and Technology	The Arts, Music and Technology
	<p>Art</p> <p>Music Head, Shoulders Knees and Toes</p> <p>Drum kit – playing more than one drum</p> <p>Technology</p>	<p>Art</p> <p>Music Head Shoulders Knees and Toes</p> <p>Nutcracker – fine motor, playing the piano with one hand/finger or two hands/fingers</p> <p>Technology</p>	<p>Art</p> <p>Music We all Clap Hands Together – Kids Music Shop</p> <p>Encountering 'fast' and 'slow' symbols</p> <p>Technology</p>	<p>Art</p> <p>Music We All Clap Hands Together - Kids Music Shop</p> <p>Choosing a favourite instrument (from a magic box?) Do I choose the same instrument each week?</p> <p>Technology</p>	<p>Art</p> <p>Music Shake and Stop!</p> <p>To use drum sticks and beaters on a variety of instruments</p> <p>Technology</p>	<p>Art</p> <p>Music Shake and Stop!</p> <p>To use an interactive whiteboard to play instruments. Technology</p>
	Cookery Skill: Measure – using a spoon, e.g., dried herbs or dried fruit	Cookery Skill: Cut out, using a cutter e.g., dough for scones or biscuits	Cookery Skill: Tear e.g., herbs, lettuce	Cookery Skill: Cut e.g., soft foods with knife to include banana, tinned peach slices etc.	Cookery Skill: Snip using scissors e.g., fresh herbs, spring onions	Cookery Skill: Thread, soft foods onto skewers e.g., fruit kebab
	My Sensory play Solitary play Sand and water play- lots of cups, spades, buckets, pouring and digging Varying temperatures Pumps and chutes and different water tools Practice dressing and undressing Kinetic sand, mood sand making own. Oobleck. Play with food stuffs Play with a range of different boxes, bags, balls that vary in size. Group and sort, stand fill and unfill containers.	My Sensory play Parallel play Learners are free to come and go as they please. Ball pool games Pouring Emptying Filling, pouring, banging, emptying, using pots and pans as containers. Repeat all the play mediums as highlighted in the sensory play handbook. Using a range of resources.	My Sensory play Shared play Use of soft toys to share or turn take. See previous activity suggestions and SoW. Mimic interactions. Model and share.	MY Sensory play Turn Taking play Choose central and common resources with lots of equipment and pieces. Use one key resource that is limited to two pieces. Train and tracks- limiting the number of pieces etc. Water tray with one jug. Repeat for various activities as highlighted previously. Good solid relationships with the pupils is key.	My Sensory play Co-operative play Use staff to create play scenes with the pupils. Don't mediate, allow low level frictions to occur. Pupils to take own autonomy to resolve the conflict.	My sensory play Recap the whole year of play and continue to build on the sequence of learning how to play.

	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately	Spinning seats/wobble boards Tunnels Body sacks Space hoppers To continue to regulate sensory seeking behaviours and emotions. To continue to develop gross motor skills To select and access equipment appropriately
	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool	Hydrotherapy – for pupils who have physio programmes SEE AQUATICS PROGRAMME- Informal curriculum Or leisure centre swims for pupils that can access the larger pool
	Rebound - www.reboundtherapy.org	Rebound - www.reboundtherapy.org	Rebound - www.reboundtherapy.org	Rebound - www.reboundtherapy.org	Rebound - www.reboundtherapy.org	Rebound - www.reboundtherapy.org
Social, Emotional and Mental Health Equals-informal curriculum	Forest School – Sound Bathing and environmental sounds Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School – exploration of environments Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School – Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School	Forest School - Planned for by Marie, Wendy, Sam and Rich MY Outdoor School
	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day
	My Independence-Equals My dressing and undressing To identify and utilise clothing appropriately. To wear appropriate clothing, especially in relation to room or	My Independence-Equals My dressing and undressing Develop control of fine and gross motor skills. E.g., fastenings and buttons.	My Independence-Equals My Travel To walk as independently as possible around school. To walk around the park with reduced levels of support.	My Independence-Equals My Travel To cross a road with minor support. To press a traffic light To be aware of land markings	My Independence-Equals My cooking To use a knife to cut or spread. To open containers and replace lids on a range of containers.	My Independence-Equals My cooking To use a knife to spread and cut soft foods/playdough or other malleable material.

	activity type and in regards to the weather/occasion. To put on and take off different items of clothing.				To put equipment back in its usual places. To wash up and dry all equipment used. To wash and dry hands in a thorough way to prepare for cooking.	To use a knife to make sandwiches. To match, read some symbols and follow a recipe.
RSHE (PSHE Association KS1-2 Areas)	Families and people who care for me PSHE Association: Self-awareness (SA5 Getting on with others)	Being safe PSHE Association: Self-care, support and safety (SSS2 Keeping safe)	Basic first aid PSHE Association: Self-care, support and safety (SSS1 Taking care of ourselves)	Caring friendships PSHE Association: Self-awareness (SA2 Kind and unkind behaviours)	Being safe PSHE Association: Changing and growing (CG3 Dealing with touch)	Mental wellbeing PSHE Association: Managing Feelings (MF2 Managing strong feelings)
<i>Our British values</i>	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Parental Involvement	Parents evening Harvest Festival	Christmas performance and concert	Annual reviews (although these might be spread out throughout the year)	Parents and grandparents gardening session. Grow with me!	Farmers Market	Meet and Greet (new teachers) Sports day
RE <i>Equals KS1/2 To be shared through sensory stories, trays, songs and experiences.</i>	Why do people say thank you at Harvest?	What does light mean? Diwali/Avent/Hannukah	What festivals do we celebrate at Spring?	What is it like inside a religious building?	How do we recognise a religious leader?	What happens at a Wedding?

MOVE

MOVE is a functional program that must be integrated into the pupil's daily school life. MOVE is not an add on, but an essential link to learning and movement. Think about what session you are developing and how MOVE targets can be practiced within each session. Repetition and consistency is key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy and Hydrotherapy programs.

EHCP/ ILP

ILP's should form the basis for learning outcomes.

Sessions to be planned using the anchors allowing pupils to develop skills linked to ILPs throughout a range of experiences, media and with a variety of familiar adults. Consolidating individual targets are vital to allow pupils to progress and reach EHCP targets.