

### Alfreton Park Semi-Formal Long -Term Plan- Three Year Cycle

At Alfreton Park we offer a curriculum for our Semi-formal 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 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 semi formal Curriculum scheme of work. The parts of the curriculum we follow are as follows;

My Communication

My independence

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

PΕ

Art



# Cycle 1 – Semi-Formal Pathway YEAR 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor These themes may be adapted at various points to allow for children's interests to flow through the provision	The world about me 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 out self. Looking after others	Autumn 2  The world about me Light and Dark  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	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.	The world about me 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?
	(including animals) with care and compassion.	temperatures and how to measure. Learn about materials that keep objects hot or cold.				
Communication	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories
and Interaction	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory
	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism
	Bucket: My senses	Bucket: Lights	Bucket: Textured/ noisy materials	Bucket: colours	Bucket: Olives, shiny mermaid, horse, jack in a box	Bucket: water spray, pouring water, sprinkling water
	My Communication	My Communication	My Communication	My Communication	My Communication	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.	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	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 Recycling station,	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	Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	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.

				T		
	ROLE PLAY- Home role play, toy shops for favoured toys/ games	peers and others around them. To establish choices that might have consequences. ROLE PLAY – sensory dark tent,	Shops, supermarket, dustbin men	parties, weddings etc. ROLE PLAY Smoothie bar, ice cream parlour, the sweet shop	ROLE PLAY Travel agents to Greece, Greek café, Olympics	ROLE PLAY Ponds, fishing, water play linked to water travelling/ rivers, swimming pool, water safety
<b>Cognition and</b>	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Cognition and learning	Mark making- Write Dance, Dough Disco, 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	Traditional stories, with predictable text and patterned language.  Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.  Forming patternsvertical, 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	Labels and lists Labelling different types of objects, list of items in a supermarket.  Mark making- Write Dance, Dough Disco, 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	Poems  Mark making- Write Dance, Dough Disco, 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	Myths and Legends  Mark making- Write Dance, Dough Disco, 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	Sensory stories  Mark making- Write Dance, Dough Disco, 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
	Gingerbread man Hansel and Gretel Pinocchio Ugly duckling	WoW said the owl Peace at last Owl babies Go sleep in your own bed		Brown bear The colour monsters I can sing a rainbow A range of colour poems Traffic light poems	Trojan horse Pandoras box Sword in the stone Little mermaid	Splish splash The rainy day 1,2,3,4, 5 once I caught a fish alive. Whole at the bottom of the sea
	rupiis may not be followin	ig the program as not yet fo		e experience of weekly sour g skills.	nds, letters, rhyme time and	other pre illeracy reading,
	Maths- Number	Maths- Geometry	Maths- Measurement	Maths- Number	Maths- Time	Maths- Statistics
	To put in and take out. To make with 1:1 correspondence. To hear, listen and participate in a	Exploring a range of 2/3D shapes. Creating shapes and patterns. Creating towers and sculptures. To create	To cut different lengths of materials, explore these and make own ribbon ring or mobile.	Giving one on request, including when working with early money and number e.g., 1p. Will	Understanding music cues and OOR Days of the week Exploring routines within the day, getting dressed,	Grouping and matching pictures to sets. Matching patterns

	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.	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.	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.	match numbers to rhyme sheets, Will have an awareness of 1 or lots. Will find the bigger or smaller of two groups. Give me one more, take one away. Rote counting.	breakfast, teeth brushing. Order these in symbol format. Begin to use and understand words that demonstrate a passage of time.	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
	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
	Art Collage (E2)– Faces and everyday objects.	<b>Art</b> Digital Media (E2) – Exploring a range of	Art Sculpture (E3) - Clay.	Art Frida Kahlo	<b>Art</b> Textures (E1) – Weaving.	Art Print making (E1) Tye Dye.
	Encountering different artist who use a range of foods and their wider imagination to create faces.	Music Watching and listening - loud and quiet – call and response	Music Rhythm 1 – resonance boards Stomp! Drums, bins etc Drums and voice	Painting (E1) – Encountering primary and secondary colours.  Music	Music Rhythm 2 – drums and percussion – cultures – music from around the world	Music Animals – Tempo and feelings Carnival of the Animals – actions
	Music Tempo – Listening – change of tempo – fast and slow songs Harvest festival  Technology	Nativity! <b>Technology</b> Exploring lights on and off.	<b>Technology</b> Mechanisms.	Encounter percussion— Tempo 4 Soundboards — encourage to explore and develop Rock/pop from the 50's to 90's	Action songs – movement – develop understanding <b>Technology</b> Pop - up book.	Movement and rhythm – dance and percussion  Technology  Water wheels
	Traditional story sliders.			Technology Fibres and Fabrics.		
	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
Computing EYFS/KS1 taken	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash / Computing
from purple mash	2paint a picture	2Go	Online safety	2paint a picture	Ancient Greeks/ Browse subjects	Maths and handling data 2Count

KS2/3	Making toys/ items work	Cause and effect Using the IWB		Coding	Digital painting	Using Apps
Use the most suitable for your teaching group						
	Francisco entele	Damas	Our manation	Invesion names	Not and Dall somes	Athletica
Physical and	Fundamentals	Dance	Gymnastics	Invasion games	Net and Ball games	Athletics
sensory	Follow cards in school.	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.	Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes. Flexibility Strength Technique Core Balance	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	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	Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.
				rienteering activities which to	luding, bikes, bush craft, hig ake place throughout the yea Sherborne	
	Body awareness	where is my body in space?	Reach and stretch	Sharing space	Following routine	Working with a peer
	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy
	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.
	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.
	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each
	My Independence	each pupil.	pupil.	pupil.	pupil.	pupil.
	My Independence	My independence	My Cooking	My Cooking	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 soft fruit.	Making sandwiches independently Using a cheese grater to make sandwiches. Making a drink of squash Preparing a bowl of breakfast cereal Making instant whip	Understand that money is a means of exchange Recognise or matching coins Using real money out in the community Using a bank	To discuss and decide what is required when shopping To create a shopping list To follow shopping list To explore and celebrate the ideas of shopping Preparing for a shopping trip
RSHE	Families and people who care for me	Mental Wellbeing	Online relationships	Healthy eating	Respectful relationships	Changing adolescent body
(PSHE Association KS1-2 Areas)	PSHE Association: Self- awareness (SA4 People who are special to us)	PSHE Association: Managing Feelings (MF1 Identifying and expressing feelings)	PSHE Association: Self- care, support and Safety (SSS4 Keeping safe online)	PSHE Association: Healthy lifestyles (HL1 Healthy eating)	PSHE Association: The world we live in (WILI1 Respecting differences between people)	PSHE Association: Changing and growing (CG1 Baby to adult)
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
RE Equals K\$1/2	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?
Parental Involvement	Parents evening Harvest Festival	Christmas concert and performance	Annual reviews (although these might be spread out throughout the year)  MOVE	Parents and grandparents gardening session. Grow with me!	Farmers Market	Meet and Greet (new teachers) Sports day

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 are key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy, rebound 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.



# Cycle 2 – Semi-Formal Pathway YEAR 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor These themes may be adapted at various points to allow for children's interests to flow through the provision	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
Communication	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories
and Interaction	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.
	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism
	Bucket: People who help us	Bucket: Hand warmer, hat, ice pack, gloves	Bucket: yellow light, white light moon, star lights, black material	Bucket: Water sprayer, yellow light, wind blower	Bucket: Wind up cars, ramps and cars, light spinner	Bucket: water spray, dancing cactus, sprinkle soil
	My Communication	My Communication	My Communication	My Communication	My Communication	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 – Home corner with dressing up, Italian restaurant	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.	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 – Space station, Rocket ship, the moon	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.	Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours  ROLE PLAY Car/ bus garage, racing track,	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.

		ROLE PLAY- Bonfire night, dressing up find the warm clothes – Clothes shop Polar express		ROLE PLAY Weather station, TV weather presentation, dressing up	science station – various textures and cars for testing friction	Garden centre, small garden, farm/ vegetable patch
Cognition and	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
learning	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.  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	The Alphabet!  (Assessment at what we can do- additional drive on reading and phonics to ensure correct streamlined groups if appt.)  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.  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	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.  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	Rhymes  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.  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	Instructions- following a set of instructions, writing instructions  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.  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	Stories with predictable texts  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.  Forming patternsvertical, 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  Handa's surprise/ hen Aladdin Mulan Din sum for everyone Paddington bear	Texts  Lost and found One snowy night Goodbye summer hello autumn It's a cold dark night	Texts  Whatever next Rocket girl Back to earth with a bump The universe	Singing in the rain I hear thunder It's raining its pouring Pitter patter raindrops The sun has got his hat on Frosty the snowman	Hokey cokey The grand of duke of York The pirate went to sea Cha Cha slide	Jack and the beanstalk Little red hen The tiny seed Each peach, pear, plum

_					
_	2	~	writ	_	no

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.

Maths - The number	Maths - Money	Maths - Weight	Maths - Shape	Maths - Number- adding	Maths - Time
To explore One and groups/many/lots. Use numbers in every day situation. 1:1 correspondence and counting out amounts.	Matching and sorting coins into groups. Understanding that money has value and how else this can be represented other than coins. Understanding money is a transfer.	Using vocabulary; heavy, light, heaviest, heavier, lighter. Apply to real life objects and use appropriately in correct situations. Use scales in cookery to weigh out objects.	Exploring a range of 2/3D shapes. Creating shapes and patterns. Creating towers and sculptures. To create shapes using playdough. Inset jigsaw puzzles. Sort shapes into groups of the same. Match symbols to shapes. Name and colour in shapes. Create artwork using a range of shapes.	and taking away from groups  Begin to understand adding groups and the increase in amounts. Repeat for subtraction. Complete addition and subtraction in the simplest form. Add one more child to the group. Take away a biscuit from the plate.	Moving in a range of ways/- slowly and quickly. Responding in music. Sequence symbols and photos in time order- school da. Use time related vocab e.g., playtime, home time, bedtime.
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
Art Collage (E3) Using colour and shape/ Space  Music Ks1/2 Tempo 2 Encounter/explore Listen, move and dance – ribbons and scarves  KS3 – passing a ball around – different tempo – classical style  Technology Story sliders	Art Textiles -materials, properties and joining together  Music  Texture – circles of instruments Adults, learners as conductors – build texture up and down Link to Nutcracker for Christmas show  KS3 Apps – monster jam etc keyboard on whiteboard  Technology Create a warm place to sleep with various materials.	Art Drawing (E5) – Freedom to explore and create  Music  Ks1 /2 Timbre 1 – wood, metal, plastic Encounter, explore, develop bowls, chimes gamelan.  KS3 strings – banjo, violin, harp Station - grouped instruments Develop – songs – country/folk  Technology Moving rockets.	Art Print Making (E1) Explore simple print and print rubbings.  Frida Khalo- whole school focus  Music Ks1/2 Polyrhythm — Encounter, explore, develop as reqd. Latin mnemonics — 'apples and bananas' body percussion KS3 — African — mnemonics — contrasting percussion  Technology Hinge weather wheel	Art Digital Media (E3) Animation  Music Dancing – Action songs  KS3 – pop songs, dancing  Technology Wind up vehicles	Art Sculpture – Using the natural world. Use a range of natural materials to create sculptures, willows, natural fence weaving  Music Singing – non-verbal too – verbalisations  KS3 piano and singing  Technology Pop up growing book
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

Computing	Cookery Skill: Cut out (placing cutter into positions) Recipes to include; Scones, biscuits etc.  Purple Mash/ Computing	Cookery Skill: Spoon & mix to include hot and cold drinks. Moving ingredients from containers with accuracy loosely combining ingredients  Purple Mash/ Computing	Cookery Skill: Spread ingredients evenly over another food e.g., sandwich	Cookery Skill: Tear and snip. Using hands to tear herbs, pepper, lettuce etc. Then introduce scissors for snipping. Recipes to include salads  Purple Mash/ Computing	Cookery Skill: Measure to include counting out ingredients using a spoon and introduction to measuring jug. Recipes to include; healthy pancakes Purple Mash/ Computing	Cookery Skill: Peel including by hand, with swivel peeler & creating food ribbons. Food to include, fruit & vegetables  Purple Mash/	
EYFS/KS1 taken from purple mash KS2/3 Use the most suitable for your teaching group	Create a story  Cause and effect/ IWB	Purple mash/ computing Simple city Park	Online safety	Paint projects – Weather  Making toys work	2Design and make  Bee bots	Computing Simple city Garden Centre Digital painting	
Physical and	Fundamentals	Dance	Gymnastics	Invasion games	Net and Ball games	Athletics	
sensory	Follow cards in school.	See equals KS1,2,3 (depending on KS teaching) - improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	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.	Netball Passing- different types. Catching. Pivoting. Stop, starting. Distances between people. Shooting. Playing basic games as a team.	Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.	
	Outdoor and Adventurous  Takes place at Lea green twice a year where pupils access a mixture of outdoor and adventurous activities including, bikes, bush craft, high/ low ropes, climbing wall, problem solving and orienteering activities. Pupils also access orienteering activities which take place throughout the year run by AVSSP.						
	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne	
	Body awareness	Where is my body in space?	Reach and stretch	Sharing space	Following routine	Working with peers	
	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	
	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	
	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	
	School pool swim program in place – discovery	School pool swim program in place – discovery	School pool swim program in place – discovery	School pool swim program in place – discovery	School pool swim program in place – discovery	School pool swim program in place –	

	of skill development of each pupil.	of skill development of each pupil.	of skill development of each pupil.	of skill development of each pupil.	of skill development of each pupil.	lesson planned according to level of skill development of each pupil.
	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	Basic First Aid	Caring Friendships	Being Safe	Internet Safety	Health & Prevention	Physical Health & Fitness
(PSHE Association KS1-2 Areas)	PSHE Association: Healthy Lifestyles (HL3 Keeping well)	PSHE Association: Self- Awareness (SA5 Getting on with others)	PSHE Association: Self- care, support and Safety (SSS2 Keeping safe)	PSHE Association: The world we live in (WILI2 Jobs people do)	PSHE Association: Health Education KS1-KS2 (Keeping Healthy with Food and Drink)	PSHE Association: Health Education KS1- KS2 (Keeping Healthy with physical activity)
RE Taken from KS1/2 Equals	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?
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

### 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 are key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy, rebound 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







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor These themes may be adapted at various points to allow for children's	The world about me Superheroes Who are our Superheroes? Family,	The world about me Transport and Travel (including how to stay safe)	The world about me Dinosaurs and evolution  When did Dinosaurs walk the earth? Types of dinosaurs,	The world about me Minibeasts  What are the different types of minibeasts?	The world about me Safari! Where in the world can you go on Safari? What	The world about me At the Seaside  What do we find at the seaside? Where is the
interests to flow through the provision	Doctors, nurses, dentists, friends, police, fire, ambulance, Coastguards.	How do we travel? Cars, bikes, trains, buses, aeroplanes, boats. How do we keep safe when using these modes of transport? Seatbelts, helmets, follow instructions. Where could we travel to and how?	landscapes, what did they eat? How did they evolve? What ended the dinosaurs?	Where can we find minibeasts, identification, habitats, why do minibeasts help/ support our natural habitats?	types on animals would you see on a safari? What makes up their habitat? What is the climate like on safari? Can you plan a safari adventure?	seaside? Sea creatures, rock pools, sand castles, seaside foods, what do we wear to the seaside?  Games to play?
Communication	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories	Sensory Stories
and Interaction	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.
	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism
	Bucket – My senses	Bucket – wind up car, spinning propeller, Wind up boat, bike horn.	Bucket – roaring dinosaur, mud splat, screeching Pterodactyl, water splash, erupting volcano.	Bucket – slinky snake, crawling spider, flying butterfly kite, bubbles.	Bucket – roaring lion, sprinkling sand, laughing monkey, elephant trumpet.	Bucket – listen to the shells, popping ball, water spray, wet sand gulp, bouncy ball.
	My Communication	My Communication	My Communication	My Communication	My Communication	My Communication
	To work on 'I want' communications' To build a clear and unambiguous likes and dislikes To make supported	To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school	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	Declarations To gain the communication of another person To engage in declarative conversations with	Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking	To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons
	positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY – Police, ambulance, Dr role play.	To respond to boundaries and that requests and preferences might not always be possible. To	range of settings.  ROLE PLAY – Dinosaur small world role play, volcano eruption role play, ice age role play.	another To observe purposeful mistakes and respond appropriately.	and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	choosing. Explore different topics and themes, increasing tolerance and engagement through the term.

	Superhero outfits, make your own cape station.	communicate with peers and others around them. To establish choices that might have consequences.  ROLE PLAY – Travel agents, hotel, train, bus, taxi station.		Practice communication in settings such as parties, weddings etc.  ROLE PLAY – minibeast small world area, pond dipping area, identification station.	ROLE PLAY – Safari lodge, safari small world.	ROLE PLAY – Seaside role play, small world sand and sea, cafes/ food counters at the seaside, punch and Judy, ice cream shop, toy shop.	
Cognition and	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	
Learning	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.  Forming patternsvertical, 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.	Stories and Fairy Tales- Teacher's choice based on interest of cohort  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.  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.	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.  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.	Stories from the same Author  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.  Forming patternsvertical, 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.	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.  Forming patternsvertical, 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.	Non – fiction and instructions. How to make a sandcastle, ice cream at home.  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.  Forming patternsvertical, 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 pooed 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						
	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 1st, 2nd, 3rd.  Pupils to race boats, cars or self which one comes, 1st, 2nd, 3rd?  Link to PE
	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
	Art Digital Media (E1) – Encountering line, colour and pattern.	Art Sculpture (E1) – Encountering 2d and 3d shapes.	Art Print Making (E1) – Pattern and texture.	Art Drawing (E1) Line and space mark making.	Art Textiles (E2) Texture and pattern.  Music	Art Collage (E4) – Texture. Music
	Music Timbre 2 Soundscapes and Soundstations (grouped instruments) (Equals) Dark room, Metal, wood, other (strings, piano, drums, shakers etc.,)  Technology Cape and mask design and make.	Music – Singing, vocalising, dancing - playing in a group Jiggle jiggle splash (Charanga) Xmas - Nutcracker Technology Wheels and axels.	Music Structure 1 (Equals) Colour and light for verse/chorus – lights on and off Ay Ay Ay I like the sun to shine Carnival – (improviseapproach.com/free) Technology Moving Dinosaur crafts.	Music Listen, Encounter dynamics 1 (Equals)  Technology Moving minibeast wheels of life.	Technology  Boats that float the cross a watering hole.	Technology Levers- make a see saw.
	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 individualspossible 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: To cut & thread. Soft food to include banana, tinned peaches etc. (Fruit kebabs)	Cookery Skill: Sift e.g., flour into a bowl. Recipes to include cakes	Cookery Skill: Grate, soft foods to include cheese, cucumber, fruit then progress onto firmer food apple, carrots etc.	Cookery Skill: Whisk to combine ingredients. Using a fork and hand whisk. Recipes to include angel delight, omelette	Cookery Skill: Measure to include measuring spoons & liquids. Recipes to include smoothies	Cookery Skill: Cut out. Using cutters and a table knife with accuracy e.g., biscuits, cheese straws, croissants etc.
Computing KS1 taken from	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash/ Computing  2Sequence	Purple Mash/ Computing	Purple Mash/ Computing	Purple Mash/ Computing
purple mash	Maths' city playground	2Go	Online safety	Simple city farm	Simple city zoo	2Code
KS2/3	Cause and effect/ IWB	Bee Bots	,	Coding	Apps	Making toys work

Use the most suitable for your teaching group								
Physical and	Fundamentals	Dance	Gymnastics	Invasion games	Net and Ball games	Athletics		
sensory	Follow cards in school.	See equals KS1,2,3 (depending on KS teaching) - improvisation, using a stimulus. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	Football Using feet to make contact with ball. Dribbling in different directions at different speeds. Shooting in different ways. Shooting into a goal. Basic tackling and the rules behind this. Following rules to begin to play basic games.	Cricket Throwing a ball under and over arm. Throwing at a target e.g., stumps. Catching from different distances. Holding a bat, hitting a ball with a bat. Basic games and scoring of cricket.	Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare o sports day activities and races.  Compare own performances and PB's		
			Outdoor and Ad	venturous				
	Takes place at Lea green twice a year where pupils access a mixture of outdoor and adventurous activities including, bikes, bush craft, high/ low ropes, climbing wall, problem solving and orienteering activities. Pupils also access orienteering activities which take place throughout the year run by AVSSP.							
	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne		
	Body awareness	Where is my body in space?	Reach and stretch	Sharing space	Following routine	Working with a partner		
	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy		
	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.	For pupils who have physio programmes.		
	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.	Or leisure centre swims for pupils that can access the larger pool.		
	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skil development of each pupil.		
	My Independence	My independence	My Cooking	My Cooking	My Shopping	My shopping		
	Dressing and undressing Knowing body parts Identifying items of clothing	Dressing and undressing Understanding the sequence of changing	Following instructions for basic hygiene Preparing self for a cooking activity	Using an electric whisk to create cakes, batters.	Understand that money is a means of exchange Recognise or matching coins	To discuss and decide what is required when shopping		

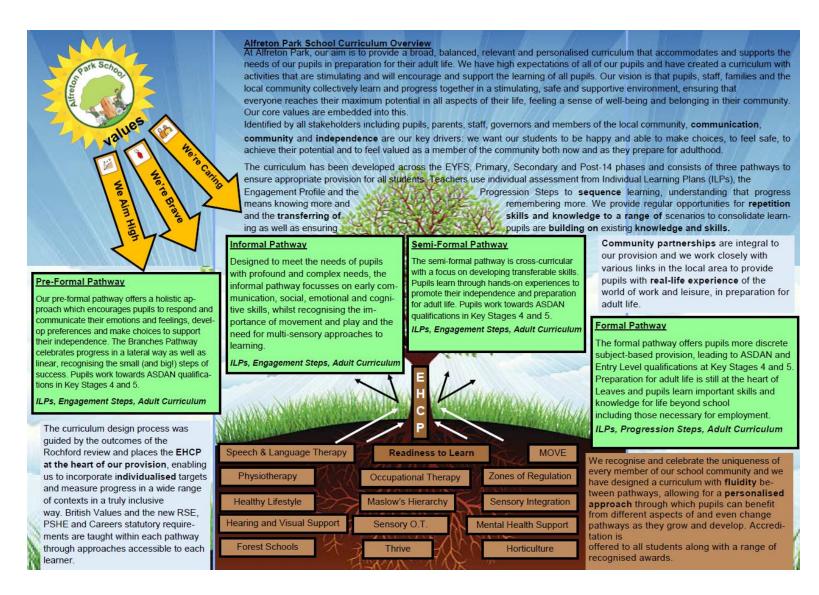
	Matching appropriate clothing to weather types and places. Putting on and taking off clothing. To find my lost	Develop self- organisation skills Develop problem solving skills Develop independence e.g., changing clothes, a fashion show. Sort dirty and clean clothes, understanding personal hygiene Privacy when getting changed.	Learning how to spread and cut e.g., toast. Opening and closing/replacing containers. Opening a can	Chopping, cutting and dicing to make fruit salads/ vegetable dip. Using a potato peeler, Using a microwave	Using real money out in the community Using a bank	To create a shopping list of what you may need for snack/ a day out/ holiday. Which shops would you be able to buy them from?
RSHE	Mental Wellbeing	Changing adolescent	Caring friendships	Respectful	Families and people	Being safe
(PSHE Association KS1-2 Areas)	Zones of Regulation or PSHE Association: Managing feelings (MF2 Managing strong feelings)	PSHE Association: Changing and Growing (CG3 Dealing with touch)	PSHE Association: Self- Awareness (SA2 Kind and unkind behaviours)	Relationships PSHE Association: Self- Awareness (SA3 Playing and working together)	who care for me PSHE Association: The world we live in (WILI5 Belonging to a community)	PSHE Association: The world we live in (WILI4 Taking care of the environment)
RE Equals KS1/2	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?
Our British values	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
			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 are key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy, rebound 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



As each and every one of our pupils is unique, please supplements your MTP is elements from the roots and truck of the tree to ensure your teaching group for the term/ year accesses a holistic, meaningful, learning experience.

