



Curriculum Policy

Spring 2023

To be reviewed Spring 2025 or sooner

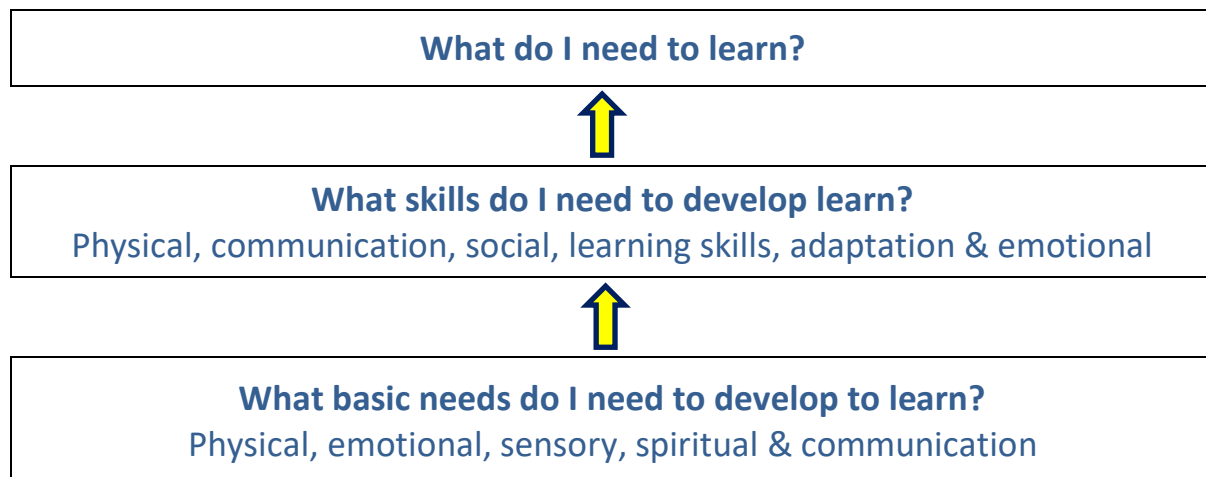
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Cumbria Academy for Autism (CAA) is an all age School for young people with a primary diagnosis of Autism, alongside this many of young people have additional learning and emotional needs; when we talk about our curriculum it's important to lay the foundations by asking *what do our young people need to learn?* This question in essence is the intent for our curriculum.

We must start with our young people first, otherwise we will end up fitting them to an arbitrary curriculum trying to squeeze their needs into holes that simply don't fit.

It's clear these individual needs will change with time, as the young person grows and learns, and any curriculum should also be underpinned by what that young person needs to have in place in order to be able to learn; these may be basic emotional, sensory, or physical needs but also include the necessary communication, social and learning skills in order to access their world and learning.

Whilst from a management perspective it would be great if we could group all of these in neat bundles, and teach them in discreet units but people are not that simple and so our pupils' curriculum will reflect this with many elements being intertwined throughout their time in school, sometimes being addressed discretely and sometimes being combined with other elements.



As a School Community we do need to have in mind where we want our young people to end up when they leave us to make the next step to adulthood, and there is commonalty here irrespective of the destination or the ability of the young person and these are our curriculum goals.

Our Curriculum Goals when pupils leave our School they will

Have secured independent learning and thinking skills
Have reached the highest levels of function in literacy, numeracy and ICT
Have understanding of historical and current local, regional, national and international matters

Be creative, adaptable and able to manage change
Be able to transfer their learning
Be able and confident to communicate
Be able and confident to manage their emotions

Be as happy as possible
Be as independent as possible
Enjoy learning
Be as confident and self-assured as possible
Be able to forge positive interpersonal relationships
Have control and influence over their own lives

Be aware of healthy lifestyle choices, and be able to make healthy choices
Be able to access their community and all its benefits

Respect other people, cultures, religions, genders and choices
Be proud of themselves and their achievements
Be able to make the next step away from School

Have their achievements recognised (if appropriate through qualifications) and celebrated
Have the skills and knowledge to access their chosen vocation once they leave School

As a School in order to meet these goals we will need to lay the foundations in terms of content, on-going assessment and environment (physical, emotional and spiritual); So to meet our goals we must provide a curriculum which.....

Is founded upon a developmental level – balanced with age and experience – where each pupil has their own starting point

Has high expectations and is personalised in terms of approach, content, pathway and assessment

Looks at the whole person, and targets barriers to learning as well as looking towards the end goal

Creates a learning environment which is relevant, stimulating, challenging, motivating, rewarding and fun

Encourages and teaches application of learning, connections, creative thinking and problem solving

Develops pupil voice alongside their ability to listen to others and see their perspective

Has a strong social, moral, spiritual, cultural dimension which acknowledges the learners and others humanity

Has high expectations and is personalised in terms of approach, content, pathway and assessment

Focusses on learning for life, and the ever changing world around us including new technology and ways of communicating

Supports and develops well-being - physically, emotionally and spiritually.

Is built upon support from families, professionals and the communities we can link with

Develops pupils curiosity about themselves, others, connections and the environment

Enriches pupils lives with new experiences and opportunities they may not have thought about

Has a view of pupil's future potential and not *just* the immediacy of any one year or key stage

Is connected to the real world, providing tangible links for pupils to grasp and explore further

As we move forward to explore the content and intent of the curriculum it is worth establishing some of the learning skills and pathways that will underpin this content. These will be taught discreetly and also form the basis of much learning that takes place *inside* a topic

- **Personal Learning and Thinking Skills**

These are the skills and attributes that our people will need in order to be able to learn successfully, they enable our pupils to learn and most importantly allow them to understand how they are learning.

Typically these skills will be taught through a project where the outcome is secondary to the process; so an example of a project to design a meal for dinner, the actual quality of the meal itself will play second fiddle to pupil's improved ability to reflect as they work through the task and then understand what they would do better next time if reflective learning was being learning and thinking and skill being focussed upon.

<p>Independent enquirers</p> <p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ identify questions to answer and problems to resolve ▪ plan and carry out research, appreciating the consequences of decisions ▪ explore issues, events or problems from different perspectives ▪ analyse and evaluate information, judging its relevance and value ▪ consider the influence of circumstances, beliefs and feelings on decisions and events ▪ support conclusions, using reasoned arguments and evidence. 	<p>Creative thinkers</p> <p>Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ generate ideas and explore possibilities ▪ ask questions to extend their thinking ▪ connect their own and others' ideas and experiences in inventive ways ▪ question their own and others' assumptions ▪ try out alternatives or new solutions and follow ideas through ▪ adapt ideas as circumstances change. 	<p>Reflective learners</p> <p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ assess themselves and others, identifying opportunities and achievements ▪ set goals with success criteria for their development and work ▪ review progress, acting on the outcomes ▪ invite feedback and deal positively with praise, setbacks and criticism ▪ evaluate experiences and learning to inform future progress ▪ communicate their learning in relevant ways for different audiences.
<p>Team workers</p> <p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ collaborate with others to work towards common goals ▪ reach agreements, managing discussions to achieve results ▪ adapt behaviour to suit different roles and situations, including leadership roles ▪ show fairness and consideration to others ▪ take responsibility, showing confidence in themselves and their contribution ▪ provide constructive support and feedback to others. 	<p>Self-managers</p> <p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ seek out challenges or new responsibilities and show flexibility when priorities change ▪ work towards goals, showing initiative, commitment and perseverance ▪ organise time and resources, prioritising actions ▪ anticipate, take and manage risks ▪ deal with competing pressures, including personal and work-related demands ▪ respond positively to change, seeking advice and support when needed ▪ manage their emotions, and build and maintain relationships. 	<p>Effective participators</p> <p>Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> ▪ discuss issues of concern, seeking resolution where needed ▪ present a persuasive case for action ▪ propose practical ways forward, breaking these down into manageable steps ▪ identify improvements that would benefit others as well as themselves ▪ try to influence others, negotiating and balancing diverse views to reach workable solutions ▪ act as an advocate for views and beliefs that may differ from their own.

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The building blocks of personal learning and thinking skills are of particular importance for those on the autistic spectrum as they support many of the

processes that neuro-typical typical students develop *naturally* but need to be taught specifically to those with Autism.

The Whitefield *Learning and Life* building blocks

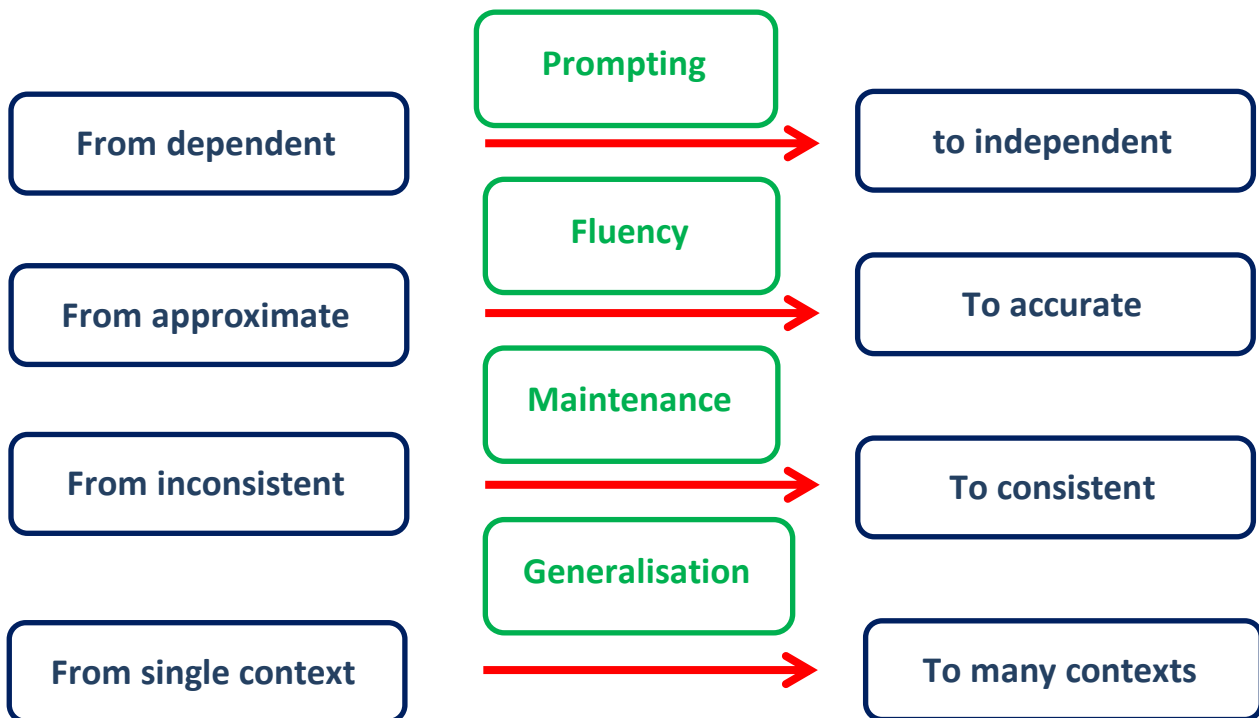
Underpinning these personal learning and thinking skills , there are key features that successful learners need; these are inevitably bound together in complex webs but must be considered in approaches to learning as deficits in any will diminish the ability to learn

Security	Enabling pupils to understand their relationship with themselves, others and their environment
Sense of Agency	Enabling pupils to understand it is they who control their learning and exploration of life
Curiosity	Enabling pupils to step away from what they know, and encouraging them to seek to do so and understand the consequences
Self esteem	Enabling pupils to have the belief in themselves which will enable them to know wrong paths can be taken but we learn from these
Sociability	Enabling our pupils to communicate with others, have others communicate with them, and understand appropriateness of communication approaches in different settings
Self-Advocacy	Enabling pupils to choose their own path with the appropriate knowledge to make a choice

- **Applying and using learning**

What kind of learning do we want from our pupils? We want learning that is independent, accurate, consistent and has the ability to be generalised to new or different circumstances, this has become to be known as *Deep Learning*. Before moving pupils onto the next step of their learning we must consider these processes. This should also for the basis of assessment of learning.

The concept of deep learning is especially pertinent for young people with Autism, as part of their condition is the ability to retain information but not necessarily apply this to new situations without direct experience of that new situation, i.e. functionality of knowledge.



- **An ‘Autism’ approach to learning and autistic barriers to learning**

If we read some texts on how learning for young people with autism it can be misread that there are set ways our young people should learn, and set issues they will face. This is not true for all of our pupils, all of the time, the need for individual assessment for each is paramount. However these approaches and barriers do give us clear parameters to begin with; as such we must also teach our young people how to;

- Learn
- understand their own sensory needs
- Understand social situations
- Understand implicit language (both verbal and non-verbal)
- Understand metaphor
- Understand the application of knowledge to new situations

All of these must be explicit and must follow the principles of using and applying set out above. We should not and must expect our young people to do this without explicit teaching.

- **Content**

When asking what our pupils need to learn, we also have to consider their environment and who they learn with, their ages, sensory, physical and cognitive needs. This is a balancing act that may have to be compromised by the resources we have available.

We organise the curriculum roughly with ages so that pupils and families can feel that they are moving towards adulthood, but also needs; these needs will not remain static inevitably, and will change as a young person nears adulthood and prepares to leave School. Necessarily the age boundaries can become blurred if a pupil's learning would benefit from remaining with a peer group or accelerating towards an older group.

This is combined with three broad levels of *pre-formal*, *semi-formal* and *formal curricular*.

The Pre-Formal Curriculum – for young people operating around P1-P4

Through this curriculum young people become secure in their environment in a way that is meaningful and purposeful to them. They also look to establish confidence in others, make choices about exploring the world around them and understanding basic cause and effect. For many pupils personal mobility, independence and a healthy body will have a high priority.

Semi-Formal Curriculum – for young people operating around P4-P8

These young people will learn most effectively when what they are learning about is tangible and real to them. Structured play, topic based work and a high level of functionality are all relevant approaches regardless of age (although content and approach should be age related). The curriculum for the most able will begin to push pupils towards some abstract thinking processes.

Formal Curriculum - for young people operating from P8 onwards

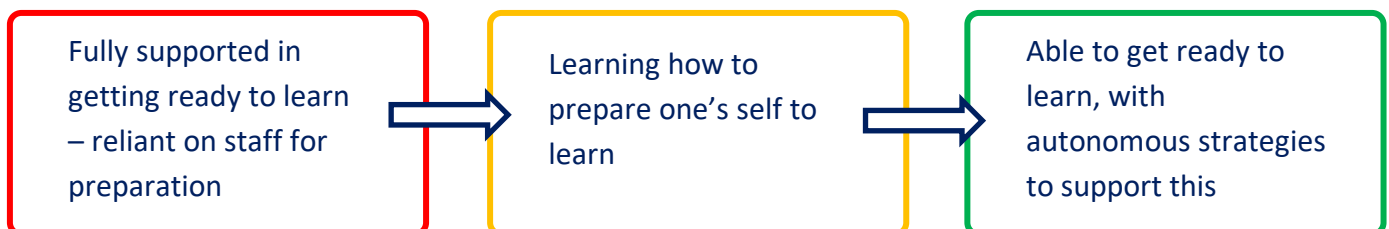
Whilst still needing a high degree practical and functional based work, these young people are able to learn about more abstract concepts seen through the National Curriculum subjects. For many pupils learning in theory will still require tangible / practical / applied processes before they can fully understand the subject. Pupils still require firm structures to support their learning, for some more able older pupils formal qualification routes may provide a suitable syllabus.

The junction between each of the levels should be grey with pupils having the ability to move between the levels as they learning needs change. For example a pupil may sit within the semi-formal curriculum but may have real talent in Art for which they would benefit from the *formal curriculum*. A pupil in the formal curriculum but with low confidence in their physical capability may benefit from the approach taken in *semi-formal curriculum* for physical movement, whilst they access the formal curriculum for the rest of the time.

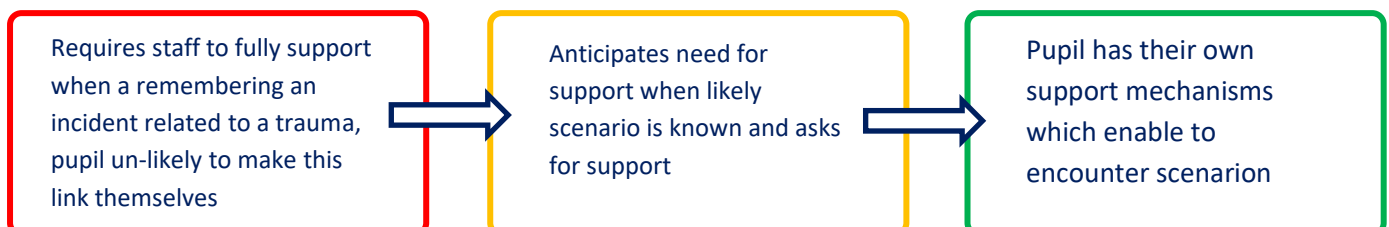
Careful consideration must given before moving a young person into formal learning as to whether they have retained information or understood information.

- **Being ready to learn**

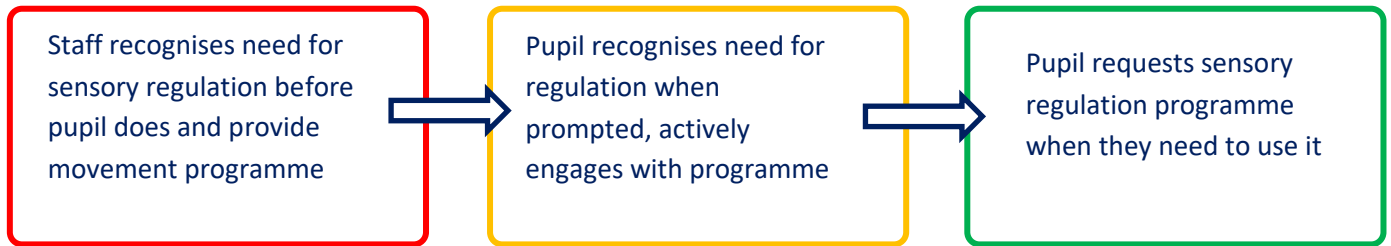
Importantly we must take into account what our pupils need to do to be ready to learn, this will include necessarily their health and sensory needs; we can see that this will form part of an individual’s learning experience (indicative of this is they will need to taught explicitly this knowledge and skills) at School and again a simple development process will take place.



An example for a pupil with autism alongside social and emotional needs



An example for a pupil with complex autism and sensory regulation



It is critical for all stakeholders to recognise being ready to learn for some of our pupils can be as big a challenge as their *curriculum* learning, and will for some take up as much time as the prescribed curriculum (if not more), it will also be interwoven within their School day and should be seen as an essential part of their learning experience.

- **Time allocation for getting ready to learn**

As the author and for you as the reader of this document it would make life easier if we could prescribe set time values for getting ready to learn but this is highly individualistic and can vary from day to day, and in some cases hour to hour. As an example, a pupil with complex mental health needs will find it easier to learn on day when they do have a *challenging* counselling session. A pupil with autism who has been on respite the night before school, had a delayed journey into school and has a cover teacher in their lesson will likely require more time to self-regulate than on a *standard* school day.

The time allocation given for pupils to get ready to learn will be closely monitored and adjusted by the class team, understanding that whilst a pupil may be observed to have regulated their sensory demand internally this regulation may still be on going, so we would expect their learning to be slower.

- **Changes through the Key Stages of School**

The priorities for a pupil's learning will change as they move through our School, this may be because they develop in confidence, knowledge and application or equally as they near their time for leaving CAA transitional preparation will also come more into focus (this will be underpinned by the years of previous work to enable them to cope with new situations and

people). It is vital that challenges for pupil's learning are altered with their cognitive and emotional development alongside their age.

- **Assessment**

Assessment is integral to our pupils' learning because it allows them, staff and parents to understand progress and importantly the next step in their learning. The most important factor in understanding assessment is what do our pupils need to learn? Then building the assessment system around this question, additional pressures may come from central Government for their preferred method of reporting but as a community the primary question of what do our pupils need to learn must remain present at all times.

With individual priorities for learning set out in our pupil's Education, Health and Care Plans it is important that a suite of assessments are available to understand progress against these plans, and it may be the diversity of assessment used is as wide-ranging as our pupil population.

The type of assessment, when, how and why we assess is set out in our marking policy so this document will should be read in conjunction with this one.

With a variable assessment system, our accountability for judging the progression of pupil learning will be higher than a school with National Bench Marking so the role of moderation of both target setting and outcomes must involve a degree of internal and external moderation to ensure clear challenge.

- **Qualifications and Accreditations**

For a significant proportion of our pupils in Key Stage 4 and 5 qualifications and accreditations will play an important part in making their next steps away from School. This will in part inform the curriculum for this group of pupils, but the School will be mindful of the risk of qualifications driving learning at the expense of the other skills young people will need to step beyond School.

The School is also mindful that young people will may also need to be taught how to *sit* exams, this maybe understanding exam text, working in a different room; these needs amongst others are specific to young people with autism and will be required for the access to the qualifications.

- **Curriculum Content**

The Curriculum in its 3 stages will be split organisationally into different headings, it's important to understand that these areas will naturally feed into each other (communication for example feeding into creative development) and will also relate to 'subject' areas (science for example could be seen clearly fitting in Knowledge and Understanding of the world).

Pre-Formal	Semi-Formal	Formal
My Independence	Living Skills – Myself and Others	Living Skills – Myself and Others
My Communication	Communication and Literacy	Communication and Literacy
My Thinking	Numeracy, Thinking Skills & Problem Solving	Numeracy, Thinking Skills & Problem Solving
Me and My Community	Creative Development	Creative Development
	Knowledge & Understanding of the World	Knowledge & Understanding of the World
My Body	Physical Development	Physical Development

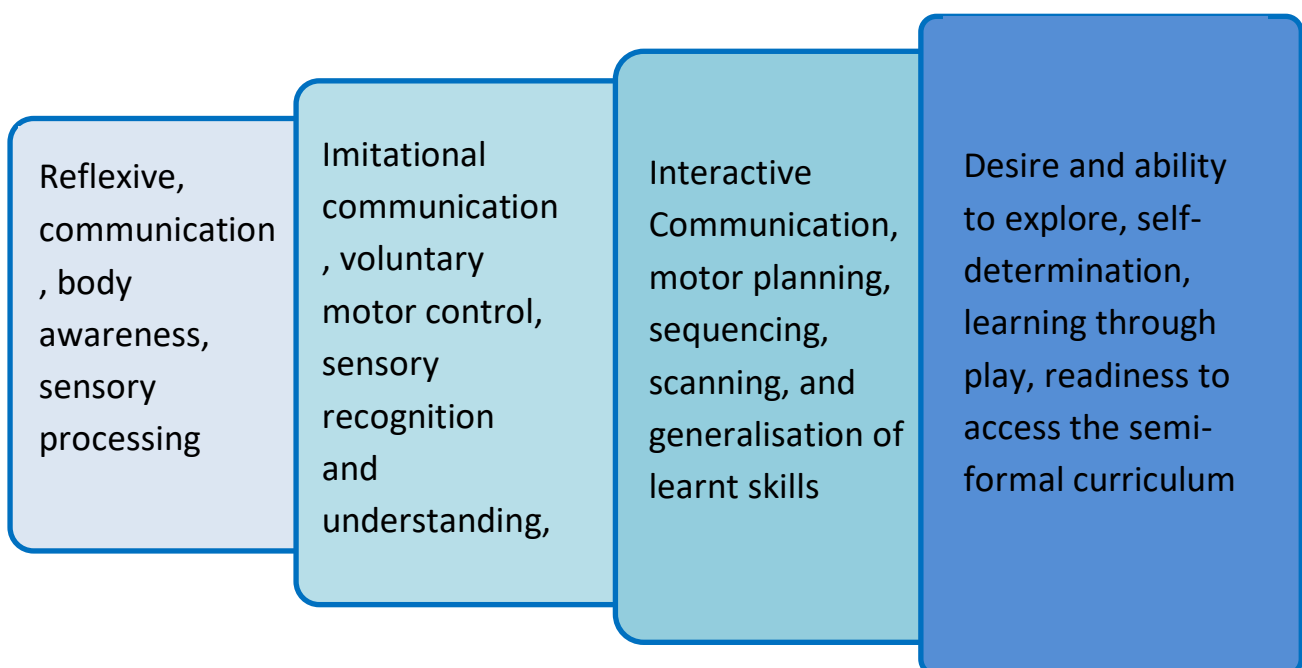
- **The Pre-Formal Curriculum**

This curriculum stretches from pupils working at reflexive level, relying on others to deliver highly coherent input and the wider world through to pupils that have a firm grasp on cause and effect. Pupils will be working in the region of P1-P4. The aim of this curriculum is to give young people and the skills, knowledge and confidence to make basic sense of their world and to understand they can affect change.

It is highly likely that the young people in this group will have profound medical, and or mobility issues and or communication needs and or sensory needs, and that their dignity, physical and sensory comfort will be integral to allow them to access to learning; the curriculum would be process lead and must be constructed to include coordinated opportunities to;

- Differentiate the presentation and pace of the curriculum to match the sensory, health and physical challenges the pupils may have
- Develop independent communication and preference skills/ choice making
- Develop and encourage personal exploration
- Develop sensory skills / target sensory needs, using them as channels for receptive learning
- Address and develop physical / mobility needs

It is important that these skills are built upon incrementally, building skills and knowledge on top of each other as shown below.



Because of the highly individual needs of this group of pupils their curriculum content will also be highly individualised; however looking at *typical* content we can see 4 phases or content groups.

1 Body awareness - source at time of auditory, visual, olfactory, taste, texture, temperature, pressure, touch, body mapping, movement, stillness, proprioception, vestibular, attention given to assess and avoid or slow development of deformity. **Reflexive Communication** – body reading, intensive interaction, single sense communication, sensory contrast, alertness, awakening, engagement, body massage and TAC-PAC. **Sensory Processing** – Resonant Sounds, resonance boards, maturation of reflexes (reducing startle response), and familiar adults can see increasing tolerance to stimuli and develop these

2 Imitational communication – consistent responses to stimuli, shared attention, awareness and response to short routines which carried out throughout the day, understand sequences, beginnings of turn taking, anticipation, **cause and effect** – early aspects including short periods of body control & awareness, awareness of others and objects, impulse received and responded to, increasing manipulation of the environment through movement and experimentation. **Voluntary motor control** – opportunities to awake motor skills and planning, developing head and limb control, facilitated reach, control and response, maintain attention. **Sensory recognition and understanding** – shows variegated responses to stimuli, gives interpretation of pleasure, tolerance etc. overcoming tactile defensiveness, developing grasp, hold and release skills, learn to modulate parasympathetic / sympathetic nervous systems.

3 Interactive Communication – beginning to use limited repertoire (verbal, symbolic pre-verbal) to communicate consistently, social understanding develops. **Motor planning** – using motor /sensory motor memory, depth perception, balance, distance and direction, crossing mid line, stretching & contraction. **Developing cause and effect** – exploring environmental control in sensory and functional environment. Early Sequencing and scanning – object of permanence, anticipation, recognising and responding to routine events. **Maintenance and development of core skills** – increased mobility in line with physical limitations. Using voluntary movements to achieve their own aims.

4 Desire and ability to explore – increased environmental control, able to differentiate the purpose of different switches, develops persistence and ability to explore , **self-determination** – pupil is aware of possibilities available to them and they beginning to have a view on what they are interested in. **Able to communicate wants and desires** – using a range of symbolic, technological, verbal and non-verbal means, pupil understands they can communicate with others and understands others can communicate with them. Expressive / receptive language is effective. **Learning through motor skills** – making choices about placing body in space to experience proximity and interaction, increased independence in everyday functional activities. . **Learning through play** - becoming ready to engage with the outside world, the student now has the ability to move into a wider social world.

- **Timetabling and Themes of the Curriculum**

The Pre-formal curriculum goes back to the QCDA 2010 document and their *Big Picture* where 6 generic areas of learning are suggested – *communication, language and literacy, creative development, knowledge and understanding of the world, personal social and emotional development, physical development, and problem solving, reasoning and numeracy* for our pupils working in the pre-formal curriculum these have been distilled into My Communication, My Thinking, Me and My Community and My body which better reflect the priorities for our pupils..

The Curriculum for each of these 5 areas can be summarised as;

My Communication – This will address skills that underpin communication such as shared attention, responding, turn taking anticipating, showing preference and making choices well as more formal pathways such as objects of reference, symbol exchange, verbal language and signing. It's vital that it is understood that our pupils learning can be highly contextualised, so the context of the communication must be considered this may include the physical environment and the people communicating. At this stage of development the lessons the pupils can teach us must be learnt, e.g. the pupil may teach us that the best way to communicate with them is if the light source is behind their body. We can then use this to maximise the pupils learning.

My Thinking – The development of thinking and cognition comes about as the pupil can perceive themselves as part of a world in which they belong and their interaction within it. The student will only be able to develop their thinking by be receiving many opportunities to become aware of and to explore this world. These opportunities are designed and constructed to develop exploration, engagement and manipulation of objects and their environment. Our pupils will be learning to problem solve and notice relationships, their sequence and patterns.

My Body - For our pupils in the pre formal curriculum the understanding of *my body* is central to their learning, as they must initially learn what the parameters of their body and what is beyond it, it is with this perceptive understanding that they can begin to perceive themselves. For a person with

limited mobility and sensory sensitivities (such as proprioception) this distinction is challenging. Once body awareness is taught and perceived then the development of gross and fine motor skills can be developed.

My Independence – To exert one’s own choices is a fundamental human right so it must be central to our curriculum; this can only be developed as a person develops an understanding of themselves as a who can perceive the world around them, and then to communicate their wants and needs. The early stages of this are not about by conforming to rules but about taking control over themselves, their environment and experiences that they involved in. Again these skills can become highly contextualised so opportunities to use and learn skills should be offered in a range of situations and with a variety of people; tempering this with the provision of people and environments that the young people feel safe and secure in. Independence can be seen in many light physical, communication, cognition etc.

Core independence skills such as eating, drinking, dressing and personal hygiene will have many benefits for both the young person and their family so these must be taught as part of my independence curriculum and not be seen as an *add on* or something to do as well.

Me and My Community

This area develops the individual’s sense of belonging; understanding the pupil’s community will only be achieved by them through developing their body awareness and their ability to operate confidently with an environment and with other people. For pupils with complex learning needs this path maybe lengthy to know themselves as part of a wider community. The learning will therefore be presented in functional contexts where pupils can be part of real time events and experiences (these will need to be repeated in order for the pupil to develop real meaning associated to the places and people. This is also a why the curriculum will have cycles of themes that will enable our pupils to develop and deepen the understanding of the world they live in.

Other Curricular areas

ICT – can be seen for pupils as a major enabler to their wider learning especially in supporting communication routes through alternative and augmentative communication.

Social, Moral, Spiritual and Cultural (SMSC) aspects of learning will weave its way through our pupils learning. The spiritual, alongside a sense awe and wonder must not be lost and pupils given access to this through exploring religious and other spiritual paths at level that is pertinent to them.

Creative Arts – For many artists art is about process and not about outcomes, with shares an approach with pre-formal curriculum which may lend itself to pupil development; It is therefore very important to remember when working through the creative arts in this curriculum to focus not what is being produced but how.

Timetabling

Time allocation will vary dependent on pupil needs – it could be seen that whilst one pupil with Autism might spend a higher degree of their focus on communication another pupil with autism may have to focus more on their body because of hyposensitivity linked to challenges around proprioception. What is certain is these pupils will benefit from regular routines that are predictable (with enabling cues) and repetition. The themes of each term will give variability in terms of context and application.

It is also appropriate if a shared activity is happening that the focus for the activity is different for each pupil.

Themes & Annual Rhythms

There is annual rhythm to the School year, and we recognise that pupils working in the pre-formal curriculum may lose skills acquired during lengthy summer holiday, and will consolidate skills through the year, additionally during the periods such as the build-up for celebrations such as Christmas there may be disruption in learning (especially for those pupils with Autism).

This is also the reason why careful assessment of pupil attainment is required to ensure that the curriculum meets the needs of this group of pupils. Additionally, understanding that our pupils at this level may be making excellent lateral progress during the year (i.e. applying skills and knowledge in different environments and with different people).

Each year there will be a theme for an example it may be the seasons so each term the experiences that pupils learn in would change in relation to the actual

season being experienced. Our current planning matrices can be found in the appendix to this document.

The Seasons				
Term	Focus	Context for learning	Focus	Outcome
1	Assessing and understanding pupils	Warmth (not heat), autumnal colours, crunching sounds, fruit & vegetables	Re-establishing skills from the previous year, programmes are reassessed, updated and made ready to be embedded in learning	Evaluation and appraisal of current knowledge, skills and confidence including functional ability. Programme and targets re-established and running
2	Acquiring	Chill and coldness, darkness (& light), sparkles from bonfires, Christmas songs, smells of Christmas, reflective and shiny colours	Developing new skills, reducing other demands as new skills are being learnt	Potential (targets) identified. Students begin to show <i>new</i> skills in distraction free settings
3	Sustaining & developing fluency	Snow and ice, blues, whites and greys, quiet /stillness, cold hard surfaces	Time given to practise new skills, over learning with greater independence	Emerging recall of and confidence to try newly introduced skills observed. Students show increased anticipation and active engagement
4	Practising independence	Rain and puddles, wind, Easter, eggs, lambs and rabbits, flower scents	New skills from term 2 are functionally practised in more settings	Effort and determination observed, as students practise new skills, these emerge into different settings
5	Generalisation & refinement	Changes in temperature, colours shades of green, bird song, sensory plants	Practise of maintained skills. Skills are making a difference in control over environment	Skills are applied and used to problem solve

6	Assessing Achievement	Brightness, sun & heat, colours yellows, reds and green of petals, summer fruits and smells of summer. Ice cream and sand	Achievements are recorded, programmes are refined to enable transition to the next year	Consistent observations and recording that assimilation or possession of new skills / knowledge. Knowledge and skill have been observed being implemented when new activities /environments are encountered
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- **Semi-Formal Curriculum**

This curriculum is for pupils with SLD and in some cases MLD; it is a broad and balanced curriculum that helps pupils link their skills and knowledge to the *real world*. It's necessarily functional in its nature, but also assumes that pupils will make linear progression (this may be slow and require repetition) gaining knowledge and skills that show clear progression, these will be retained and used by individuals to further their learning. Hand in hand with this must come the application of this knowledge to a variety of learning situations ensuring these skills and knowledge are purposeful and functional.

It's also necessary to understand that integral to this process of enabling functionality is supporting young people with their communication, sensory, physical and medical needs as these will prevent young people reaching their potential – these must never be seen as a *bolt on* or *extra*. Further young people should learn how to learn which will again increase their independence and confidence if they understand how they are to learn.

Underpinning this functional curriculum are numeracy and literacy lessons, these whilst discreet subjects provide the foundations that will allow young people to make progress across their life; crucial to this is that staff plan pupils learning so that these newly acquired and practised skills are taken into the functional world. Application of classroom learnt skills is seen as equal to pupil achievement up a linear scale – indeed it may be seen as confirmation of deep learning as opposed to surface learnt skills to *fit* a test.

Part of the functionality of the curriculum is preparing young people for life beyond school, so skills such as dressing, social use of language, personal hygiene, understanding their bodies, shopping etc. also play a prominent roll.

In light of an emphasis on functionality, the part of the curriculum that involves discovery of things that are new and about the world outside of students' *universe* should not be lost; as these will - with the appropriate tangible support – drive pupils curiosity about learning the wider world.

The map below shows how the National Curriculum subjects link to the areas of learning.

Semi-Formal								
Area of curriculum	Living Skills	Myself and Others	Communication and Literacy	Numeracy, Thinking Skills & Problem Solving	Creative Development	Knowledge & Understanding of the World	Physical Development	Personal sensory, physical & communication learning
Major Curriculum Subjects	Living Skills	Personal Learning and Thinking skills, communication	Literacy, speaking, listening, comprehension, drama	Numeracy, computing	Art, music and dance	Geography, Science, RE, History,	PE & PSHE	Across the curriculum
Comments	Priorities for group and age will vary	Some additional learning may be completely personal in addition to topic	Book should link to other topics or functional aspect being undertaken	Using and applying should link to functional aspect concurrently occurring		A balance of the tangible locality and areas further afield	PE should look towards life-long physical activity	Some input will be required 1:1 support <i>outside</i> of classroom, other input will be integrated across learning
Activities, subjects or areas that maybe drawn upon	Communication, PE, literacy, numeracy, cookery, PSD	Emotions, Sulp, dinner and snack times, relationships Sex Ed, e-safety	Computing	Computing	Art, music, D&T, computing	Science, geography, history, RE, Computing	PE, Science, swimming, yoga, bikes, adventurous activities	Program input from therapeutic staff
Skill or topic based	Skill based	Topic based	Skill and Topic based	Skill and Topic based	Topic and skill based	Topic based	Skill based	Skill based
<p>Personal Learning & Thinking Skills – underlies the different areas of the curriculum, supports students and gives them the skills that they require to learn effectively</p>								

- What might you expect to see taught in the curriculum

Communication and Literacy

- Communication – covers the ability to communicate with (different) people in (different) situations – interacting, co-operating, working with and socialising with other people.
- Speaking & Listening / Signing & Watching – covers the receptive and expressive language
- Literacy – covers reading and writing - including exploring and enjoying texts, understanding how reading can give you information, enjoying and exploring sounds and texts, rhythms and rhyme, understanding how ‘your written’ word can transmit your understanding to others, importantly reading should never be limited to *just* books.
- Exchanging and sharing information – how information can be shared by others and how you share information with others including – the use of ICT, using ICT as an aid to communication.
- Finding things out – how using *words*, symbols and photographs can empower and provide knowledge for the individual, this would include the power of the World Wide Web.
- Drama – covers the ability to understand others and then communicate this understanding through performance.

This may include: storytelling, drama production, following instructions, research for understanding, ordering goods on-line, talking to people in shops for information, enjoying a book / story, phonics, reasoning & consequence, making a choice, recognising and using photographs, words or symbols, using a timetable, talk about what you enjoy, using photos or written words for written instructions, performing a play or making a movie, making a poster about your favourite book, following signs in town, choosing a music track on a tablet.

Numeracy

- Mathematical Development – covers the early stages of understanding ways to apply maths, number concepts, basic calculations, shapes, measuring and relationships in space.
- Mathematical understanding – covers awareness of and observations of patterns, collecting and organising information, recognising abstract concepts (value of coins, time etc.) understanding and extending sequences.

This may include: using money, using time in a game, using a timetable, weighing food in a recipe, cause and effect, following and extending a sequence, understanding addition in terms of a basic budget, using a calculator, making a phone call, graphs, colours, talking about heavier and lighter, using shape language in a D&T project, finding a locker number in leisure centre, being able to exchange money for goods in a public place.

Living Skills

- Healthy Life Style Development – covers the ability to make and understand healthy choices, developing an understanding that healthy does not always mean favoured / easiest , social understanding of stranger danger (real and on-line world), developing self-responsibility
- Theory in Function Development – taking skills learnt in *isolation* and learning to use them in a functional setting, having the confidence to apply knowledge / skill, identifying a problem and trying to solve in the wider community, Personal Learning and Thinking Skills, travel development
- Home skill development – looks at developing skills that have meaning for the pupil in terms of their home and school life, specific EHCP targeted work
- Safety Development – looks at developing safety awareness and risk assessment so promoting independence – covers travelling in school and out of school, looks at different kinds of transport, using and working towards independently using local leisure facilities.

This may include washing hands, using a knife and fork, independent travel using a bus, understanding how to cross a road at a crossing and without, awareness of basic Facebook Safety, understanding appropriate touch, greeting a stranger, asking for help in a shop, choosing a healthy food option, tying a shoe lace, following a shopping list, walking to the School Office independently, using a knife and fork.

Creative Development

- Exploring in 2 and 3 dimensions – covers the exploration of colour, temperature, texture, shape, pattern, form and space, the development of tool use, investigating how other artists have seen their creative development
- Musical dimensions – covers sound, rhythm, tone, timbre and melody, includes solo and group performance, using instruments (including the voice), call and response, stillness and listening skills, performance and how other musicians have excelled in their
- Dance – covers movement, choreography, personal interpretation of space and movement, performance

- Imagination – develops students understanding of imagination relating to their experiences and understanding of the world, builds upon abstract thinking skills.
- Design – covers the development of ideas, understanding an audience, identification of design needs, *talking about* evaluating ideas and concepts, making critical choices
- Technological development - covers using *technology* to illicit an artistic intent, using paint programs, desktop publishing, using a digital camera, cause and effect programming, recording and developing musical ideas using a tablet

This may include the use of clay tools, using a paint brush, following an artist's techniques as inspiration, following a picture score, choosing my favourite music, taking part in a dance performance for the *Nativity*, learning to strum a guitar, moving through a *Soundbeam*, using Garage Band to make a radio Jingle, creating a clay sculpture to model the form of a body, awareness of pulse, awareness of voice volume and being able to adjust this.

Knowledge and Understanding of the World

- Developing a sense of the world around me – covers the active exploration of the immediate environment, self-occupation and learning from other people
- Developing a sense of time – looks at the passage of time directly related to the pupils lives, family life and events, it also looks at lives of other people locally and globally
- Developing a sense of my community (local and global) – covers awareness of other people, group activities, other people's perspectives alongside knowledge and experience of cultures festivals, celebrations and beliefs.
- Scientific Development – covers the core development of understanding relationships in the pupils immediate environment, it looks to develop predictive abilities alongside the capability of organising, understanding and analysing information
- Citizen of the world – covers the respect and understanding for diversity, difference, awareness of other cultures and environmental issues. It develops awareness of one's actions affecting others.

This may include differences between inside and outside, past, present and future, diversity / acceptance in ability, race, creed, beliefs, life cycles, what we need to live, and different lives at different times, occasions (birth, marriage, death and parties). Knowledge about plants and animals, their life cycles and places that they are found, Urban and rural environments, the earth beneath our feet, rivers and mountains, Fairtrade and Eco-School development, being a global citizen, British Values. Countries of the World, climate (hot, cold, dry,

wet) and our effect upon it. Trying food from different sources and places. Care for animals and our environment. Forest Schools and connection with life outside a building.

Myself and others

- Confidence, rights and responsibilities – covers the development of self-awareness, understanding right and wrong, monitoring one’s own behaviour, understanding rights and (self) advocacy
- Active Citizenship – understanding community (in class, school, locally, nationally and globally), respect for self and others, knowing with rights comes responsibility
- Being healthy and being safe - covers awareness of the components for a healthy life, protecting against danger, e-safety, the ability to make a safe / healthy choice with growing understanding
- Good relationships and respecting others – covers caring for others, a growing understanding of how needs change with age, respecting differences and understanding relationships with family, friends and people that support us
- Growing, relationships and sex – covers privacy, self-advocacy, changes in our bodies, appropriateness, feelings and emotions

This may include: Relationships, sharing, emotions, acceptance / disappointment, puberty, sex, saying and understanding no, e-safety, being kind, team games, a growing understanding of with rights come with responsibilities, a growing understanding of what a community is and what a citizen is. Accepting change and ending, play / interaction skills.

Physical Development

- Developing physical Control – covers the development of controlled and confident movement, alongside the ability to *talk* about this in relation to self, others and the environment
- Play, Leisure and fitness – covers participation in age appropriate physical activity both in school and the locality which develop lifelong fitness, health and physical control capability, developing a sense of enjoyment in physicality
- Understanding team work – covers a growing understanding of teamwork and supporting each other
- Personal hygiene and understanding changes in our body – to include a growing understanding of what happens to our body when we exercise, the need and skills and for personal hygiene
- Body part and names

This may include: team games, outdoor and adventurous activities, using a shower, dressing skills, gymnastics, using and making choices about leisure activities, body stability and control programmes, swimming, athletics, yoga, aerobics, ball skills, sensory, personal hygiene skills, naming of body parts, outdoor and adventurous activities, a growing understanding of physiology.

Personal, Learning and Thinking Skills

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team workers
- Self-managers
- Effective participators

These skills will be taught in relation to and using as a project topic one of the other areas previously mentioned; The outcome of the project is not a priority, it is the skills (process) that enable the outcome of the project to be obtained. So a class may be tasked with creating a garden area with a focus on team working and effective participation – it is these two skills where the teacher would look to be focussing on for learning and development.

What might this look like over a term and during a week

The Semi Formal curriculum covers a wide range and potentially disparate group and cognitive learning stages from pupils that have recently secured cause and effect to pupils that preparing to enter a phase where they are beginning to research independently; With needs led groups targeted strategies and learning pathways can be put in place, and there will always need to have individual timetables to allow preparation for learning, targeted programmes for physical, medical and sensory needs however we can begin to see generic timetabling and structures to the week, term and year.

Our current planning matrix can be found in the appendix.

Below is an atypical weekly timetable followed by an overview of a half terms work.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 - 9:20	Getting ready to learn and independent learning tasks				
9:20 - 10:20	Numeracy – Using and applying Money and Capacity	Numeracy – addition and subtraction	Numeracy – measure length and size	Communication – area of development will depend on group – Sulp, targeted PECS, targeted I.T based communication etc. – Links to Speaking and Listening	Living Skills – Shopping for ingredients for diner (Numeracy / Literacy targets)
10:20 - 10:40	Morning break				Break / drink taken as food prep and cooking allows
10:40 - 10:55	Life Skills & independence tasks centred around healthy snacks and drinks				
10:55 - 12:00	Literacy – non-fiction texts reading instructions for planting seeds	Literacy – writing about plans for planting seeds	Literacy – preparing a shopping list for Living Skills (writing)	Myself and Others – Changes in my Body – body part names	Living Skills – cooking our own meal
12:00 - 12:40	Life Skills & independence tasks centred around eating, dinner and social skills				
12:40 - 1:20	Mid-day break – including social learning				
1:20 - 1:30	Getting ready to learn				
1:30 - 2:30	Knowledge and Understanding of the World – Buddhism and mindfulness	Personal Learning and Thinking Skills – planning a garden area with a focus on creative	Knowledge and Understanding of the World – understanding	Physical Development – undressing / dressing skills,	Creative Development – Using simple colour palettes related to

2:30 - 3:20	Using a computer to design plant bed signs	and reflective learning	what plants needs to grow	personal hygiene and Yoga	Van Gough's Sunflowers
3:20 - 3:30	Preparing to go home with independent learning tasks				
Summary of Learning for a typical pupil for a term					
Communication and Literacy	Personal targets have been achieved or exceeded – moved from needing support to organise and prepare shopping list for ingredients for a meal to doing this independently, moved from being unable (not confident enough) to ask for help from a shop assistant to asking shop assistant where an item is				
Numeracy	Personal targets have been achieved or exceeded – moved from being unable to set the oven temperature without support for a simple meal to being able to set this independently				
Knowledge & Understanding of the World	<p>Knows a plant needs water, soil and sunlight to grow, is able to practically show how their plant they have grown have flourished because of this, they know plants have roots, leaves, flowers and that some grow from seeds.</p> <p>They are able to identify an image and statue / representation of Buddha – they are able to demonstrate mindfulness</p> <p>They have created signs for the plants they are growing using word, they have been able to laminate these and attach them using (after consideration and reasoning) appropriate faster to an appropriate stake</p>				
Living Skills	Through practise and repetition have become more independent at shopping for, cooking and cleaning up after a meal				
My Self and Others	Able to identify key parts of their body and know simple differences between a girl and a boy				
Physical development	Moved from with support buttoning up shirt to buttoning up shirt independently, moved from needing support for 5 yoga poses to being able to engage independently with the poses, moved from being unable to still at the end of the session to being able to engage with stillness for 3 minutes				

Creative Development	Know who Van Gough was, paint through copying Sun Flowers using a limited palette of colours able to transfer this process to painting a picture of a plan they have grown with their own choice of a limited palette range
Personal Learning and Thinking Skills	As an outcome of the period they have planted and arranged their own garden area, through the process they have developed their PLTS skills so they were able more able to come up with own ideas for planning and then they have also developed their ability to say what they would do better next time

- **Key Stage 4 and into Post-16**

As pupils enter Key Stage 4 qualifications and accreditations become an important staging post; for some pupils these qualifications will act as entry point into further study at FE institutions and also allow the life skills of dealing with personal responsibility and stress management. The qualifications and accreditations also reflect a point of celebration in a person's life. Additionally qualifications if chosen correctly (and not for the sole purpose of *gaining a certificate*) will also help drive standards as pupils work towards these goals.

Cumbria Academy for Autism will within pragmatic confines aim to provide personal routes towards qualifications that reflect talents and personal interest, where pupils are able to work towards (comparatively) advanced qualifications at Key Stage 4 we work with local secondary schools to enable specialist teaching to be accessed. For some pupils it is appropriate to continue programmes of study through into Post-16 to facilitate access to further qualifications; in these cases joint teaching with Post-16 pupils will enable peer to peer support and aid transition into Post-16.

Referring through to the start of the document and the curriculum aims, other opportunities for Key Stage 4 and post-collaboration may also be appropriate, these may include vocational and physical development (using community facilities).

An exemplar timetable for the formal curriculum is shown below;

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 - 9:20	Getting ready to learn and independent learning tasks				
9:20 - 10:20	Numeracy – Entry Level	Literacy – Entry Level	Vocational and Work experience - possible P-16 links for further study and extension	Communication – area of development will depend on group – Sulp, targeted PECS, targeted I.T based communication etc. – Links to Speaking and Listening	Science Entry Level
10:20 - 10:40	Morning break				
10:40 - 10:55	Life Skills & independence tasks centred around healthy snacks and drinks				
10:55 - 12:00	Numeracy – Entry Level	Literacy – Entry Level	Vocational and Work experience	Myself and Others – Changes in my Body – body part names	Science Entry Level
12:00 - 12:40	Life Skills & independence tasks centred around eating, dinner and social skills				
12:40 - 1:20	Mid-day break – including social learning				
1:20 - 1:30	Getting ready to learn				
1:30 - 2:30	Knowledge and Understanding of the World – Buddhism and mindfulness	Drama Entry Level – possible P-16 links for further study and extension	Knowledge and Understanding of the World – Entry Level Computing	Physical Development – Using community swimming facilities – possible P-16 links for further study and extension	Art Entry Level –
2:30 - 3:20	Media (technology) linked project				
3:20 - 3:30	Preparing to go home with independent learning tasks				
Learning to be supported by termly focus weeks on personal learning and thinking skills project weeks					

• Early Years Curriculum

The Early Years Curriculum follows the National Early Years Foundation Stage curriculum

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Underpinning this are the four guiding principles that should shape practice in early years settings, i.e. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

These are taught through a mixture of group and focussed tasks combined with time for personal exploration through play. Lessons may have the similar activities but the focus for teaching will be one of the areas of the curriculum.

A focus of the curriculum will also be assessment of pupil needs and readiness to learn, pupils this age may never have encountered an expectation of sitting for example. The Key Stage will be completely guided by pupil's learning needs and will share a commonality of approach seen in the Pre Formal Curriculum, with its riders of ensuring physical, sensory and medical issues are addressed.

Post-16 Curriculum

Whilst the Post-16 curriculum will share the approaches of the Pre, Semi and Formal Curriculum this time in School is focussed upon the individual needs of pupils to enable them to make the step away from School to further education, training or employment.

To prescribe what this will look like is problematic as the next steps for cohorts of students entering post-16 change on an annual basis, however the principles of Pre, Semi and Formal Curriculums still stand with development to ensure the following areas become a focus;

- Functional Literacy and Numeracy

- Planning My step away from School
- Extending My studies from Key Stage 4
- Vocational Learning
- Personal Life Skills Development
- Learning about College
- Work Experience
- Developing Personal Interests
- Developing self- responsibility
- Developing My working together skills
- Financial Learning
- Learning to access My Community

These as in other areas of the curriculum will need to be balanced with riders of ensuring physical, sensory and medical issues are addressed.

- **Mapping**

The mapping in the appendix shows the themes and areas for subject areas; it makes the assumptions at Key Stage 4 pupils are not engaged in GCSE's, for those pupils working at this level the GCSE syllabus from necessity will drive the map for those young people.

The mapping sets out broad and balanced curriculum areas but also leaves teachers the *freedom* to focus the intent of learning around their young people, and also crucially the implementation pathways for their classes so that our young people can access their learning through the best possible methodology.

• Appendix: Subject Mapping 2022 – 2023

**Autumn Term
2022**
All About Me

Literacy
EHCP & Personal
Targets
Stories about the
people around me
Functionality – signs
and words from the
community

**Knowledge &
Understanding
of the World**
Community
landscape
My Home
Christmas & ...

**Numeracy &
Thinking Skills**
EHCP & Personal
Targets
Community
Functionality
PLTS – working for
my community

**Creative
Development**
Creativity inspired
by local artists
Performing for *My
Community*

**Physical
Development**
EHCP Targets
Accessing local
leisure facilities
Physical skills for
School

**Living Skills
Myself
& Others**
EHCP Targets
RSHE Curriculum
Accessing the local
community

**Spring Term
2023**
Seasons

Literacy
EHCP & Personal
Targets
Stories about the
Seasons
Functionality –
understanding the
weather

**Knowledge &
Understanding
of the World**
What grows when
Temperature
What clothes to
wear
Easter &

**Numeracy &
Thinking Skills**
EHCP & Personal
Targets
PLTS – A plan for
our classes outdoor
space

**Creative
Development**
Creativity inspired
by the seasons
Performing inspired
by the Spring

**Physical
Development**
EHCP Targets
Dressed for inside &
outside
Choosing a *sport* for
the weather

**Living Skills
Myself
& Others**
EHCP Targets
RSHE Curriculum
Accessing local
community facilities
when the weather is

**Summer Term
2023**
In the Garden

Literacy
EHCP & Personal
Targets
Stories about the
garden
Functionality –
following a plan for
the garden

**Knowledge &
Understanding
of the World**
Plants – growing for
eating
Seed to harvest
Local Plants

**Numeracy &
Thinking Skills**
EHCP & Personal
Targets
Using tools
PLTS – growing for
my community

**Creative
Development**
Creativity inspired
by farming
Performing for a
Summer Fete

**Physical
Development**
EHCP Targets
Accessing local
gardens
Physical skills for
gardening and
exploring trees

**Living Skills
Myself
& Others**
EHCP Targets
RSHE Curriculum
Making choices
about my diet

• Books, themes and activities to plan around

Autumn Term
2022
All About Me

Literacy

- KS1- Books and stories/ name & word recognition/ Personal targets/Creating family trees/ Family books/ My world
- KS2- Books and stories/ Personal targets/ name & word Creating family trees/ Family books/ My world/ Picture stories
- KS3- Functional writing-letters/pen portraits/ CV's, diaries/ descriptive writing/ acrostic poem using name/ writing about an alter ego/ writing own name./address/ autobiographies,
- KS4-Life skills/ writing for a purpose/ instructions/ developing writing skills for my future

Knowledge & Understanding of the World

- KS1- Role play/ Body songs/Senses/small world/ Body parts/family/ My home/ Where I live
- KS2- States of change/Personal timeline/ Sensory stories/family/My community/skeletons & bones
- KS3-My Body: Respiration, growth, food & digestion animals babies/ stages of development/ feelings & emotions/ My environment
- KS4-My world/ Family tree/ Travel & community/Mapping & planning routes/ Recycling & environment

Creative Development

- KS1- Hand & foot printing/ pictures/ photos of family and themselves/ jigsaw photos
- KS2- Hand & foot printing/ pictures/ photos of family and themselves/ jigsaw photos/ self -portrait/ drawing of others/Christmas performance/ Lakeland paintings
- KS3- Family portraits/ self- portraits/ use of local artists/ creating 3D art/ Developing art awareness/ looking and exploring artists/Christmas performance/ Lakeland paintings
- KS4- Performances for local community/ small group performances/ developing creative skills based on own interest/Christmas performance/ Lakeland paintings

Spring Term
2023
Seasons

Literacy

- KS1-Personal targets/stories about the seasons/ Weather pictures/ Matching pictures and objects to weather and temperatures/rhymes/poems
- KS2-Personal targets/discussion around weather/ Story boards/ Sensory season activities/rhymes/poems
- KS3-Personal targets/ weather boards/ weather charts/ seasonal poems/ Book reviews/ reflective accounts
- KS4- Personal targets/ Weather and planning for activities/ Functional skills preparing for seasonal change

Knowledge & Understanding of the World

- KS1- Weather/ Clothes/ Plant- digging and growing/ sensory play
- KS2- Seasons/ Clothes/ Senses/sensory play/ How do plants grow/Weathering
- KS3- The water cycle/ Growing plants/ The anatomy of plants/What clothes are made from
- KS4- Extreme weather and its effects/ Seasonal change/ renewable energy

Creative Development

- KS1- Sensory weather boards/ pictures/ 3D art inspired by seasons
- KS2- Seasonal art using different media/ performance and singing incorporating theme/ Spring time, Easter performance
- KS3- observational drawings reflecting the seasons/ painting and use of different media/ Spring time, Easter performance
- KS4- Performances to reflect theme, compare drawings and paintings and recreate own art work based on famous artists

Summer Term
2022
In the Garden

Literacy

- KS1- Personal Targets/ Stories/ Exploration/ words and picture recognition
- KS2-Personal targets/ stories/ Sensory stories/ Poems/labels and garden design
- KS3- Personal targets/ stories/ Sensory stories/ Poems/labels and garden design/ descriptive writing/ writing for a purpose/functional reading
- KS4- Design & development planning a garden/ projects/ lists/ ideas/ writing to garden centres for support/ functional reading

Knowledge & Understanding of the World

- KS1- Plants/ fruit & vegetables/ outdoor play/ my outdoor environment/pets/bug hotels
- KS2-Growing & caring for plants/ outdoor play/picnics/ Garden animals, feeding birds/pets and care/ Harvest/life cycles
- KS3- Growing & harvesting plants/ what do plants need to grow/design your own garden/Harvest and cook/ pond dipping
- KS4- Growing & harvesting plants/ what do plants need to grow/design a garden to a design brief/Harvest for the world

Creative Development

- KS1- Activities linked to farming and animals/ Large scale outdoor paintings/ paint spray art/ Using different media to create 3D farm
- KS2- Observational paintings from Farm/ Create your own farm-using pictures and animals/ Outdoor art
- KS3- Art on a wider scale, Multicultural art.
- KS4- Art from our local community/visiting farms and fields

• 2023 – 2024

**Autumn Term
2023**
My Family

Literacy & Communication

EHCP & Personal Targets
Stories about a family
Functionality – knowing my family

Knowledge & Understanding of the World

Animal families & My Family
Where in the world do animals live
Christmas & ...

Numeracy & Thinking Skills

EHCP & Personal Targets
Community Functionality
PLTS – Making a meal for my family

Creative Development

Creativity inspired by *The Family*
Performing for My Family

Physical Development

EHCP Targets
Accessing local leisure facilities that I could go to with my family
Physical skills for

Living Skills Myself & Others

EHCP Targets
RSHE Curriculum
Developing skills for my home

**Spring Term
2024**
Blast in to Space

Literacy & Communication

EHCP & Personal Targets
Stories about fictional and non-fictional heroes
Functionality – sharing with a friend

Knowledge & Understanding of the World

Science heroes
Food heroes
Easter &

Numeracy & Thinking Skills

EHCP & Personal Targets
PLTS – Giving something to someone else

Creative Development

Creativity inspired musical heroes
Performing inspired by religious celebrations

Physical Development

EHCP Targets
Dressed for inside & outside
Choosing a *sport* inspired by a person or team

Living Skills Myself & Others

EHCP Targets
RSHE Curriculum
Accessing local community facilities when the weather is

**Summer Term
2024**
The Olympics

Literacy

EHCP & Personal Targets
Stories about sport
Functionality – choosing a sport

Knowledge & Understanding of the World

Countries of the Olympics
Global food
Growing plants from another country

Numeracy & Thinking Skills

EHCP & Personal Targets
Using tools
PLTS – sharing a new sport

Creative Development

Creativity inspired by the Olympics
Performing for *an Opening Ceremony*

Physical Development

EHCP Targets
Accessing a new sport
Training for the CAA Olympics

Living Skills Myself & Others

EHCP Targets
RSHE Curriculum
Trying something I know in a new place

• Books, themes and activities to plan around

Autumn
Term
2023
My Family

Literacy

- KS1- EHCP/Personal targets/ Family stories/ Names and photo matching/ photo books/ Sensory stories/ Christmas lists
- KS2- EHCP/Personal targets/ Family members, who's who/ photo book/ writing letters to santa/ What my family would like for Christmas/
- KS3- EHCP/Personal targets/ keeping diaries/ writing accounts of family activities/ photo albums and stories/Christmas lists/
- KS4- EHCP/Personal targets- Pen portraits of family/ Photos books and names/ weekly shopping lists with families/ Christmas lists

Knowledge & Understanding of the World

- KS1- Animals & babies/My Family/ My house
- KS2- Animal life cycles/ My family, life/ Exotic animals
- KS3- Habitats & Adaptations/ House construction, materials & properties, types of housing / Exotic animals and their environment/ Visit local attractions/facilities
- KS4- Endangered animals & sustainability/ House interiors, design a personal bedroom/ Learn own address/ Plan & shop with a budget/ experience local facilities

Creative Development

- **KS1-** Clay tiles- press in found objects from home/ Artist Rachel Whiteread/ shared sensory exploration with family/
- **KS2-** Family portrait in the style of Keith Haring sculptures/ collage or painting/ singing or performing music for family
- **KS3-** Abstract wire sculpture family tree in the style of Miro- colours to represent family members/ nativity
- **KS4-** local artist Jennifer Brook inspired textile figures of family- sewing or appliqué with glue /performing for family/nativity

Spring Term
2024
*Blast into
Space*

Literacy

- KS1- EHCP/Personal targets/ people who help us/ superhero stories/ sensory stories/ helping each other
- KS2- EHCP/Personal targets/ Everyday heroes/ Non-fiction texts/ Space heroes/ Pictures sentences about space take off/ Friends in space
- KS3- EHCP/Personal targets/ Non- fiction & fiction texts/ Timelines of space travel/ Famous astronaut/Creative writing
- KS4- EHCP/Personal targets/ research and autobiographies about astronauts/ Creative writing blasting into space, what would I need?/ Poems/ Reflective account/ Non-fiction/ fiction texts/ Famous astronauts

Knowledge & Understanding of the World

- KS1 Space & planets, model of solar system/ Live on planet earth/ Rockets/ Day & night/ Shape of planets
- KS2 Space exploration/ Shadows/ Length day & night order events in a day/ Make simple rocket
- KS3 Astronauts, moon landings/ Function of sun & moon/ Phases of moon/ Design own rocket
- KS4 Orbit of planets/ Exploration & people in space/ NASA & Tim Peake/ Time, 28 days/ Composition of planet, rocks/

Creative Development

- **KS1-** 'junk' sculptures inspired by space/aliens
- **KS2-** mark making/ printing on paper to make collages of space- Eric Carle inspired/show musical preferences
- **KS3-** Kandinsky inspired art work- geometric shapes listen to Gustav Holst Planets/ create own music for planets
- **KS4-** students show preference for an artist after being exposed to many, given a chance to create their own in style of 'art hero'/use software to combine sounds with their favourite music 'music hero'

Summer
Term
2024
The Olympics

Literacy

- KS1- EHCP& Personal targets/Flags & countries/ sports & games/ Sensory stories/ lets play ball/ Fiction books
- KS2- EHCP& Personal targets/ lets play ball/ non fiction texts/ matching pictures to sports/ Words and lists
- KS3- EHCP& Personal targets/ writing for a purpose/ creative writing/ Autobiographies/ Football teams/ Olympic games/ Favourite sports
- KS4- EHCP& Personal targets/ Planning sports day/ Lists- activities, planning/ Creative writing/ poems/ making comparisons and recording results

Knowledge & Understanding of the World

- KS1 Celebrate sporting success/ take part in Olympic sports/ Make flags, cultural mascots from a given country/ Sample foods/ Local sporting opportunities
- KS2 Watch key sporting events from history/ Support each other/Experience a range of new sports/ Visit sports centres, facilities
- KS3 Countries hosting, taking part/ Fair play & sportsmanship & rules/ myths & legend/ Regional sports
- KS4 Origins of Olympics/ Mythology/ Local sporting heroes

Creative Development

- **KS1-** mark making with round objects and paint to make the Olympic rings- Kandinsky /movement- responding to music/ sensory stories used to inspire performance/artwork
- **KS2-**performance Art- see Tate kids/ following routine to music/ performing for camera or live audience opening ceremony
- **KS3-** video/photography of performance art or sport school or community/ pair up video and movement with music or sound
- **KS4-**performance skills back stage- props- sound-costume design for opening ceremony/Graphic design

2024 – 2025

Autumn Term
2024
Mv World

Literacy

EHCP & Personal
Targets
Stories from around
the world
Functionality – in
unfamiliar places

**Knowledge &
Understanding
of the World**

My home and home
in a different
continent
Food from another
country
Christmas & ...

**Numeracy &
Thinking Skills**

EHCP & Personal
Targets
Community
Functionality
PLTS – Fairtrade
healthy snacks

**Creative
Development**

Creativity inspired
by world music
Performing inspired
by another
continent

**Physical
Development**

EHCP Targets
Accessing leisure
facilities outside
schol
Dance from another
country

**Living Skills
Myself
& Others**

EHCP Targets
RSHE Curriculum
Meeting people
from other cultures

Spring Term
2025
Heroes

Literacy

EHCP & Personal
Targets
Stories about
Heroes
Functionality –
interacting with
unfamiliar people

**Knowledge &
Understanding
of the World**

My place in the
universe
From the horse &
cart to Mars
Easter &

**Numeracy &
Thinking Skills**

EHCP & Personal
Targets
PLTS – Saving our
planet

**Creative
Development**

Creativity inspired
by the space travel
Performing inspired
by the Space
exploration

**Physical
Development**

EHCP Targets
Dressed for inside &
outside
Sharing a *sport* with
another school

**Living Skills
Myself
& Others**

EHCP Targets
RSHE Curriculum
Sharing my *space*
with others

Summer Term
2025
Under the Sea

Literacy

EHCP & Personal
Targets
Stories about the
environment
Functionality –
Making a choice

**Knowledge &
Understanding
of the World**

What is our
environment
Recycling
Planting to save
resources

**Numeracy &
Thinking Skills**

EHCP & Personal
Targets
Using tools
PLTS – growing and
recycling

**Creative
Development**

Creativity inspired
by an ecosystem
Performing using
recycled ideas and
instruments

**Physical
Development**

EHCP Targets
Accessing local
facilities, we can
reach without fossil
fuels
Physical skills for
..

**Living Skills
Myself
& Others**

EHCP Targets
RSHE Curriculum
Making choices
about my our
environment

• Books, themes and activities to plan around

Autumn Term
2024
My World

Literacy

- KS1-- EHCP/Personal targets/communication linked to pupil interests and stories from around the world/ multicultural stories
- KS2- - EHCP/Personal targets- Animal stories from afar/ role play/ poems
- KS3- EHCP/Personal targets/ reading local maps/ reading local signs/knowing our addresses /Christmas lists/
- KS4- EHCP/Personal targets- describing homes/ labelling photos of familiar places/ planning trips to local places/ writing information leaflet on local places/ Christmas lists

Knowledge & Understanding of the World

- KS1 Homes around the world/ Cook favourite family meal/ Home based celebrations/
- KS2 Types of home & names/ Different cooking methods used in different homes/ Maps, globes and trails
- KS3 Various construction materials & methods/ Colours, styles and rooms vary/ Geographical features/ Local monuments
- KS4 How homes have changed over the years/ How homes are used, which rooms important in different cultures/

Creative Development

- **KS1-** Abstract art/self-expression paint artist Gillian Ayres/ exploration of favourite sounds and music
- **KS2-** movement with abstract shapes to express your world- Alexander Calder/ shape/ creating long/short sounds with instruments explore feelings through art shape and music
- **KS3-** op art hands- Bridget Riley/ songs to express yourself/show preferences for music from around the world
- **KS4-** pop art- Andy Warhol- print repeat pattern own objects or portrait/ share music/ collaborate to make music/chants/percussion

Spring Term
2025
Heroes

Literacy

- KS1- - EHCP/Personal targets/ people who help us/ stories linked to life experiences
- KS2- - EHCP/Personal targets/ Comic stories/ superhero poems/ fictional texts
- KS3- EHCP/Personal targets/ Non- fiction & fiction texts/ Writing comic hero stories/reading comics/
- KS4- EHCP/Personal targets/ / Creative writing Poems- Superhero's/ Non-fiction- famous heroes in history/ fiction texts/
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Knowledge & Understanding of the World

- KS1 Heroes & villains/ Dress as hero/ Sensory experiences, poetry, stories & song/ Words and actions POW to make Pop art
- KS2 Sound, waves & volume visit sound trail in Bitts park/
- KS3 Light, spectrum & colour/ Prisms, chromatography/ Light frequencies/ create a comic strip using Tandoo
- KS4 Electricity, switches, circuits, conductors, insulators/ Name & label comic book heroes, design a super hero, write Newspaper article about a hero/

Creative Development

- **KS1-** Super hero masks/ music and role play
- **KS2-** Heroes of the modern day- hospitals/ Fire engines /police- junk modelling
- **KS3-** Heroes of the past or current- drawings/abstract art
- **KS4-** Super heroes of comics, artworks/ pop art/ puppets/ theme tunes

Summer Term
2025
Under The Sea

Literacy

- KS1- - EHCP/Personal targets/ musical sensory stories/ under the sea
- KS2-- EHCP/Personal targets/ Stories with links to our world and environment/ stories/ poems/ sensory stories
- KS3- Personal targets/ stories/ Sensory stories/ Poems/labelling sea creatures/ descriptive writing/ writing for a purpose – items for trip to seaside/functional reading – seaside information leaflets
- KS4- Poems about the sea/ creative writing – describing words for sea creatures/ functional reading – leaflets and maps/planning a trip to the seaside or a boat trip

Knowledge & Understanding of the World

- KS1 Water play/ Experience water in different states solids, liquids, gases/ Sea creatures/
- KS2 Animals that live in water/ Life cycle of Frog/ Freezing, melting/ Fresh, salt water animals
- KS3 Fresh, salt water/ Water cycle/ Changes of state/ Rivers, lakes & sea/ Water temperature and affects
- KS4 Water quality, pollution/ Water treatment & recycling/ Water & weathering/ Erosion/ Extinction

Creative Development

- **KS1-** Sounds of the sea/ responding to sea inspired music/ exploration of sensory objects/ pressing in objects from the seaside into clay to make tiles
- **KS2-** chants inspired by books about the sea/ percussion/ sounds of the sea/ found object sculptures 2D relief
- **KS3-** Yoi yo kasama inspired collage of sea creatures/ sea shanties/ sounds of the sea
- **KS4-** large scale installation pieces about climate change/ research range of artists/poetry to music

Key stage book list to support curriculum map

Autumn '22 All about me	KS1 - All About Me, Eyes, Nose, Fingers and Toes KS2 - We are all different KS3 - You choose, Would you rather, Incredible you KS4 - When I grow up,
Spring '23 Seasons	KS1 - One year with Kipper KS2 - # KS3 - The Leaf Thief KS4 – The Lion, the witch and the wardrobe, Wordsworth’s Daffodils
Summer '23 In the garden	KS1 - The Enormous Turnip, The Very Hungry Caterpillar KS2 - Oliver’s Vegetables, Mr McGee KS3 - The curious garden KS4 – The Secret Garden, Tom’s Midnight Garden
Autumn '23 My family	KS1 - Peppa Pig Stories, Kitchen Boogie KS2 - Peace At Last, Bathroom Boogie KS3 - Dad’s monkey business KS4 - Gangsta Granny
Spring '24 Blast into Space	KS1 - Whatever Next KS2 - Aliens Love Underpants KS3 - Man on the Moon KS4 - Once Giant Leap
Summer '24 The Olympics	KS1 - I Want to Win (little Princess story) KS2 - Ready Steady Mo KS3 - Olympig KS4 – Non-fiction books on Sorts, history of the Olympics, Olympic heroes.
Autumn '24 My World	KS1 - We’re going on a Bear Hunt KS2 –The Smartest Giant in Town KS3 - The Invisible KS4 - Around the world in 80 days
Spring '25	KS1 - Tiddler KS2 – Sharing a shell

Heroes	KS3 - Supertato KS4 - Superworm
Summer '25	KS1 - Singing mermaid KS2 – Sharing a shell
Under the Sea	KS3 - Commotion in the ocean, The whale who wanted more KS4 – Little Mermaid, Dougal's Deep Sea Diary

