



# A guide to SEMI-FORMAL/ FORMAL pathway at Harlow Fields School and College

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## **Introduction**

This curriculum handbook has been developed to guide both teachers and visitors at Harlow Fields School and College in understanding and implementing the Semi-Formal to Formal curriculum pathway, which spans across both Lower and Upper School and the sixth form.

- Teachers should use this handbook to support the *planning, delivery, and assessment* of all curriculum areas, ensuring that the content is both relevant and ambitious, while meeting the complex and diverse needs of our learners.
- Visitors will gain insight into how Harlow Fields School and College designs, delivers, and evaluates a personalised, high-quality educational experience for learners who are working within and transitioning towards more formal learning approaches, including aspects of subject-specific content where appropriate.

## **Our Vision**

At Harlow Fields School and College, our aim for pupils on the Semi-Formal to Formal pathway is to provide a broad, balanced, and ambitious curriculum that is personalised, meaningful, and aspirational. Our learners on the semi-formal/ formal pathway present with Severe Learning Difficulties (SLD)), or are working below age-related expectations due to a range of complex needs, and may access learning through a combination of practical, experiential, and increasingly subject-specific approaches. This pathway is intentionally designed to support progression, and where appropriate, increase pupils' ability to access more formal and subject-specific learning. We recognise that this transition looks different for every learner and will depend on their individual profile, readiness, and aspirations.

We believe that learning should prepare pupils not just for academic success, but for life beyond school—promoting independence, functional communication, social understanding, and self-advocacy. Our pupils are valued individuals and we strive to equip them with the knowledge, skills, and attitudes needed to thrive in their communities and beyond.

Across both Lower and Upper School, our vision is for learners to:

- Be safe, happy, and motivated to learn
- Make sustained progress towards their EHCP outcomes and personal aspirations
- Develop functional literacy and numeracy, emotional regulation, self-help, and life skills
- Access an increasing level of subject-specific content at a pace appropriate to their individual needs
- Engage in a curriculum that builds confidence, curiosity, and a love of learning

We promote a curriculum that is:

- Person-centred, drawing on each pupil's interests, strengths, and aspirations
- Holistic, addressing cognitive, communication, physical, emotional, and sensory needs
- Flexible, allowing pupils to access learning at different levels across different subject areas
- Inclusive, ensuring all pupils feel respected, represented, and understood

- Preparation-focused, with clear pathways for transition into adulthood, including independent living, employment, or continued learning

Progress is measured using a combination of tools that include HFS assessment frameworks, formal accreditation pathways, teacher judgement, and evidence-based tracking of Personal Learning Targets (PLTs) and EHCP outcomes. Where appropriate, pupils may access external qualifications or functional skills pathways in the Upper School.

We are proud to work in close collaboration with families, therapists, and external agencies to ensure that every learner is known, understood, and supported in a way that reflects their full potential. In support of our school motto, 'working together to succeed'.

At Harlow Fields School and College, we believe that education is not a race or a level to be reached—it is a journey of growth, self-discovery, and empowerment. Our curriculum is built not just around what learners *can* do now, but what they *can become* in the future.

### **How is Harlow Fields School and College organised?**

The current classes within each department are as follows:

<u>EYFS &amp; Lower School (KS1/KS2)</u>	<u>Upper School (KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
EYFS: Blossom Oak Hazel Willow Beech Maple Mulberry Sycamore Olive Elm	Lea Roding Stort Avon Orwell Chelmer Thames Roman Brooke	Kestrel Hawk Eagle	Blake Morris Shakespeare Picasso

### **Our current classes on each pathway are as follows:**

<u>Sensory/ Semi Formal</u>	<u>Semi Formal/ Formal</u>
Blossom Morris Blake Roman Thames Dahl Willow Beech Hazel Oak Mulberry Kestrel Lea Roding Shakespeare Picasso Elm Olive	Eagle Hawk Avon Orwell Chelmer Maple Sycamore Brooke

## **What Does the Semi-Formal to Formal Curriculum Look Like at Harlow Fields School and College?**

At Harlow Fields School and College, we structure our curriculum around four core areas, aligned with the four areas of need as outlined in the SEND Code of Practice. This structure is embedded across all our learning pathways, including the Semi-Formal to Formal pathway, ensuring a clear continuum of support and progression from Lower through to Upper School.

Our Semi-Formal to Formal pathway is designed to increase access to more formal and subject-specific learning, where appropriate, while remaining highly personalised and responsive to individual needs, abilities, and aspirations.

### **Communication and Interaction**

Learners on the Semi-Formal to Formal pathway continue to benefit from a Total Communication Approach, which recognises that communication is key to success in all areas of life. We support pupils in building functional communication and social interaction skills that will enable them to access learning, form relationships, and express their needs and ideas confidently. This area also includes

Communication strategies include:

- Makaton and symbol-supported communication
- Augmentative and alternative communication (AAC)
- Talk buttons, iPads, and Eye Gaze (where appropriate)
- Structured conversation opportunities and social stories
- Speaking and listening tasks in literacy and topic-based work
- Emphasis on vocabulary building, comprehension, and expressive language
- English – reading, writing, phonics, speaking and listening

Pupils are supported to engage in group discussions, structured language activities, and role play, while also working on turn-taking, listening, and confidence-building in a variety of social contexts. This area of our curriculum within the semi-formal/ formal pathway also includes our phonics and early reading programme. This can also be shared with home via the phonics and reading app.

Where appropriate, pupils work towards external accreditation, functional skills qualifications, or pre-entry level certificates, especially in the Upper School.

### **Cognition and Learning**

This curriculum area includes more formal subject-specific learning, while still being carefully differentiated and scaffolded to meet learners' individual levels of understanding and engagement.

Pupils access learning in subjects such as:

- Mathematics – number, shape, measure, time, money, and functional maths
- Science – practical investigations, cause and effect, exploration of the natural world
- ICT/Computing – using technology purposefully for learning and communication

Where appropriate, pupils work towards external accreditation, functional skills qualifications, or pre-entry level certificates, especially in the Upper School.

Lessons are structured to be:

- Accessible – using visual scaffolding, sensory input when needed, and step-by-step modelling
- Engaging – building on prior knowledge and pupil interests
- Progressive – with clear learning outcomes, success criteria, and evidence of learning

### **Independence, Social and Emotional Development**

We place a strong emphasis on equipping pupils with the skills they need for life beyond school, including confidence, autonomy, emotional regulation, and positive self-image.

This area of the curriculum includes:

- Personal care and hygiene
- Daily living skills (e.g. shopping, cooking, using public transport)
- Social understanding and peer relationships
- Decision-making and making informed choices
- PSHE, Sex and Relationships Education, RE, and community participation
- Emotional literacy and self-regulation strategies
- Being part of the community and wider society

Lessons are designed to promote self-advocacy, problem-solving, and increasing independence, while supporting pupils to build resilience, friendships, and meaningful relationships.

### **Physical and Sensory**

Learners continue to access tailored provision that supports their physical development, sensory regulation, and creative expression. While many pupils may not require a sensory-led curriculum, sensory input remains embedded to support regulation, engagement, and access to learning.

This area includes:

- PE, Yoga, and Dance
- Sensory circuits or movement breaks (where appropriate)
- Creative subjects – Art, Drama, Music
- Therapy access – Physiotherapy, Occupational Therapy, Hydrotherapy (as needed)

The curriculum also includes opportunities for team sports, fitness, and exploration of movement, supporting both motor development and confidence in physical ability.

### **Curriculum Delivery**

The Semi-Formal to Formal curriculum is structured, sequenced, and adapted to meet individual needs, with a growing emphasis on subject-specific learning and preparation for life after school.

- Pupils follow a timetabled structure of six lessons per day, including core and foundation subjects
- Lessons are typically 30 minutes in length and follow a consistent routine, however when appropriate some lessons will be combined to make a double with a total of 1 hour.
- There is planned time for transitions, regulation, medical needs, and social interaction throughout every day.
- Teaching is informed by EHCP outcomes, HFS assessment frameworks, accreditation frameworks (as appropriate) and Personal Learning Targets (PLTs)
- Intervention groups may be used to provide additional support in key areas (e.g. phonics, social skills, numeracy)

In Upper School and sixth form, there is a stronger focus on preparation for adulthood, including:

- Work-related learning
- Enterprise projects
- College and careers education
- Community access and travel training



Throughout, we continue to prioritise pupil voice, engagement, and personal growth, ensuring that all learning experiences are relevant, enjoyable, and aspirational.

## **How is the Semi-Formal to Formal Curriculum Evidenced and Assessed?**

### **Paperwork and Evidence Collection**

To ensure robust tracking of progress across the curriculum, teaching staff record a minimum of two entries per pupil each week on Earwig.

1. Communication and Interaction
2. Cognition and Learning
3. Independence, Social and Emotional Development
4. Physical and Sensory

Entries can be uploaded as individual pupil evidence or class-based activities, and include photos, videos, written observations, or pupil work samples. Teachers are encouraged to celebrate progress in subject-specific learning, cross-curricular achievements, and wider personal development, ensuring a well-rounded view of each learner's journey.

### **Annual Reviews and Personal Learning Targets (PLTs)**

Each pupil on the semi-formal to formal pathway has five personalised PLTs derived from the long-term outcomes within their EHCP. These include:

- One target for each of the four curriculum areas
- One personalised "dream target" based on aspirations and preparation for adulthood (e.g. attending a mainstream link, using public transport, completing a Duke of Edinburgh challenge, or completing independent work tasks)

At the end of each term, teachers evaluate each of the five PLTs by:

- Creating a termly Earwig post per pupil which summarising progress, outcomes, and next steps and showcasing photos, work samples and assessment commentary.

This information feeds directly into Annual Review documentation, allowing for meaningful reflection and target-setting in collaboration with families and professionals. Targets are updated as needed, ensuring they remain ambitious, relevant and measurable.

### **Assessment and Progress Tracking**

For pupils on the semi-formal to formal pathway, progress is assessed through a combination of:

- HFS Curriculum Assessment Framework (linked to our long-term curriculum map)
- PLT tracking (linked to EHCP outcomes)

- Subject-specific learning outcomes and progress indicators using functional skills entry level 1 to 3, these are also tracked on Earwig.
- External accreditation: ASDAN and Edexcel functional skills

Staff assess whether pupils are working at either Explore, Engaged or mastered.

### **Use of Earwig**

Earwig is our primary platform for capturing, organising and celebrating learning. It allows us to:

- Evidence lesson objectives across core subjects
- Monitor and track progress towards PLTs
- Record work and input from external professionals (e.g. SALT, OT, Physio, Educational Psychologist)
- Share achievements with families via the pupil's personalised timeline

For pupils working toward accreditation (e.g. ASDAN), Earwig entries are tagged with specific subject and module criteria to support portfolio development and moderation. This ensures learning is clearly mapped to qualification frameworks and that progress is transparent and evidenced throughout the academic year.

### **Review and Reflection**

Regular progress discussions take place during:

- Class team meetings
- Annual Reviews with parents/carers and professionals
- Moderation activities across departments to ensure consistency and high expectations
- Class pop in and overall curriculum monitoring

### **Personalised Assessment Pathways**

We recognise that not all pupils will follow linear progress models. Our assessment approach allows for:

- Flexibility in demonstrating progress (e.g. mastery, generalisation, application to real-life contexts as assessed using the Explore, Engaged or mastered).
- Celebration of personal bests and significant moments

- Capture of small-step progress, especially in areas such as independence, resilience, or emotional regulation by using the Harlow Fields assessment framework.

## **Summary**

The assessment and evidence model for the semi-formal to formal pathway at HFS is:

- Robust – ensuring accountability, EHCP alignment, structured and scaffolded to meet learners needs as well as providing differentiation and curriculum coverage
- Personalised – driven by meaningful PLTs and responsive to each learner’s journey
- Flexible – supporting a wide range of abilities, needs and learning styles
- Transparent – shared with families and professionals in real-time through Earwig

This ensures that all learners, regardless of their starting point, are supported to make strong, measurable and meaningful progress over time.

## Harlow Fields School and College

### Whole-School Assessment Framework

At Harlow Fields School and College, we are committed to delivering a high-quality, personalised, and meaningful education for all pupils and students, underpinned by consistent and robust assessment practice. Our bespoke assessment framework is used across all phases and learning pathways—from Early Years to Sixth Form—and ensures that every learner, regardless of their starting point, is supported to make strong, measurable, and meaningful progress.

This paper version of the framework has been developed to support teacher planning, curriculum design, and moderation. It enables staff to engage with the assessment content in a practical and accessible format when designing sessions, identifying next steps, and mapping progress.

Our framework has been created by experienced senior practitioners and draws upon a wide range of nationally recognised and evidence-informed tools, including *Birth to 5 Matters*, *B Squared*, the Sensory Curriculum, and *VB-MAPP*. For learners working within our formal pathway, the framework aligns with *Functional Skills* criteria to support real-world application, readiness for accreditation, and increased independence.

Every pupil at Harlow Fields has an individual learning profile on **Earwig**, our digital evidence and assessment platform. Staff use this system to record progress, upload photographic and narrative evidence, track Personal Learning Targets (PLTs), and plan next steps using the bespoke framework. This approach ensures that assessment is not only accurate and consistent but also personalised, dynamic, and transparent.

#### **Our assessment model is:**

- **Holistic** – capturing development across the four areas of need as outlined in the SEND Code of Practice:  
*Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical.*
- **Personalised** – driven by PLTs which link directly to EHCP outcomes and pupil aspirations.
- **Transparent** – with real-time tracking and progress reporting accessible to families and professionals through Earwig.
- **Progressive** – offering clear, sequential development that is ambitious, achievable, and reviewed regularly.
- **Flexible** – enabling staff to adapt approaches for each learner's unique communication style, learning needs, and physical profile.

This assessment framework underpins the high expectations we set for every learner and supports our whole-school mission: to deliver a curriculum that promotes independence, wellbeing, communication, and lifelong learning.

### **Assessment Achievement Stages**

Each area of our assessment framework is assessed using a clear and consistent **three-stage achievement model: Encounter, Engaged, and Mastered**. This model supports staff in accurately identifying, recording, and celebrating progress for every pupil, no matter their starting point or learning pathway.

#### **Encounter**

The pupil is becoming aware of a skill, stimulus, or experience but does not yet actively respond in a consistent or intentional way. This may include reflexive responses, passive participation, or increased alertness when a particular stimulus is presented.

*Example:* A pupil may turn their head or show a change in expression when presented with a familiar voice, sound, or object, but does not yet demonstrate deliberate engagement.

#### **Engaged**

The pupil is actively participating in the learning experience and beginning to show emerging understanding or intent. Responses may be prompted or supported but show growing consistency, interest, and interaction with the skill or activity.

*Example:* A pupil may begin to make choices, anticipate outcomes, or attempt a skill with adult support, showing awareness and motivation to interact.

#### **Mastered**

The pupil demonstrates secure, confident, and independent use of the skill across different contexts, with minimal or no support. The skill has become embedded and is applied functionally or generalised over time.

*Example:* A pupil uses a learned communication strategy independently in different settings or applies a life skill consistently as part of their daily routine.

This staged approach ensures we can track progress meaningfully and sensitively, celebrating the small but significant steps our learners make across their unique journeys.

Personal Learning Targets

Name

Term 1 - XXXXXXXXXX

<p><b>Communication &amp; Interaction</b></p> <p>Overall target:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>	<p><b>Cognition &amp; Learning</b></p> <p>Overall target:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>	<p><b>Physical &amp; Sensory</b></p> <p>Overall target:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>
<p><b>Independence, Social &amp; Emotional</b></p> <p>Overall target:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>	<p><b>Dream Target</b></p> <p>Overall target:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>	<p>Insert photo</p>

## Accreditations

HFS currently supports all year 12, 13 and 14's pupils to achieve a variety of ASDAN (recognised qualification across a wide range of subjects and levels, recognised across Europe). ASDAN offers several units that are specifically written to support learning and progress for young people with additional needs. These units are to be completed from year 10 and above.

This allows pupils at HFS across the semi- formal/ Formal curriculum to gain qualifications, ensuring that our pupils can achieve recognised and meaningful qualifications, providing inclusive learning and recognition of progress.

Ofsted recognises that all pupils have a right to meaningful qualifications, this allows HFS to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed in year 10 and 11 and 2 units per year in sixth form, a total of 8 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

The rolling programme is as follows:

Upper School- Year 10-11 (2-year cycle)

Year	Topic	Code	Lesson	Levels	Credits	Accredited
A 2025- 2026	Personal Safety in the home and community	PS	Personal development	EL1- EL3	2	No
Year	Topic	Code	Lesson	Levels	Credits	Accredited
B 2026- 2027	Healthy Living	HL	Personal development	EL1-EL3	2	No

Sixth form- Year 12-14 (3-year cycle)

Year	Topic	Code	Lesson	Levels	Credits	Accredited
A 2025- 2026	Working as part of a group	WG	Personal development	EL2-EL3	2	1 Unit will be used for Accreditation for an Award
	Using technology in the home and community	UTE	Personal development	EL1-EL3	2	
Year	Topic	Code	Lesson	Levels	Credits	Accredited
B 2026- 2027	Environmental Awareness	EA	Personal development	EL1-EL3	2	1 Unit will be used for Accreditation for an Award
	Preparation for work	PW	Personal development	EL1-EL3	2	
Year	Topic	Code	Lesson	Levels	Credits	Accredited
C 2027- 2028	Making the most of Leisure time	MLT	Personal development	EL1-EL3	2	1 Unit will be used for Accreditation for an Award
	Managing Social Relationships	MSR	Personal development	EL2-EL3	2	



## Curriculum Overview



### SEMI-FORMAL/ FORMAL PATHWAY CURRICULUM OVERVIEW

**Whole School Termly Theme (5 Year Rolling)**



**Themes Overview- per Curriculum Area** (Ensuring all assessment and skills areas are covered over a 5 year rolling, including embedding previous skills)



**Termly planning overview** (Providing intent, implementation and impact of all areas of learning including challenging ideas of those at the higher end of the pathway)



**Harlow Fields Assessment** (a bespoke assessment ladder created to ensure that pupils are making progress across all 4 areas of the curriculum— class lead to complete)



**Bi-weekly/ 4 weekly planning** (detailed breakdown of pupils assessment aims and learning intentions— class lead to complete)



**Earwig Evidence/ PLT's Assessment—** (class lead to complete)

These topics have been picked based on a 5 year rolling programme with Autumn term relating to PSHE, Spring term being related to English and book week and Summer term relating to Maths and Science. Each topic runs for the term to ensure that enough processing time is given to the students to fully experience the topic and achieve their targets. These overarching themes run across the whole school and college and all pathways. This ensures a fully immersive experience across all strands of the curriculum but also provides whole school opportunities and experiences.

<b>Year</b>	<b>Term 1 (PSHE focus)</b>	<b>Term 2 (Literacy focus)</b>	<b>Term 3 (Science and Maths focus)</b>
A	All About Me and My Family	Dr Seuss	The Animal Kingdom
B	Around the World	Roald Dahl	Space and The Universe
C	Step Back in Time	CS Lewis	The Natural World
D	My Feelings	David Walliams	Transport
E	Careers	Harry Potter	Scientific Discoveries and Experiments

### Semi-Formal/Formal Curriculum – Themes Overview

Year	Term 1	Term 2	Term 3
<b>A</b>	<b>All About Me and My Family</b> English: Fiction / Messages and letters Maths: Properties of number / Shape / Statistics Science: The human body Computing: Computer skills and online Safety Food Technology: Foods I eat at home PSHE: My relationships PE: Ball games / Fundamental movement and gymnastics Music: Music I enjoy / Christmas performance Art: Self-portraits	<b>Dr Seuss</b> English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Light and sound Computing: Algorithms and coding Food Technology: Sandwiches, toast and toasties PSHE: My health and wellbeing PE: Inclusive sports / Target games Music: Making music Art: Cartoons	<b>The Animal Kingdom</b> English: Fiction / Encyclopaedias Maths: Multiplication and division / Position and direction / Money Science: Animals Computing: Creating and presenting media Food Technology: Pasta, rice and noodles PSHE: My community PE: Athletics / Striking games Music: Music and movement Art: Henri Rousseau
<b>B</b>	<b>Around the World</b> English: Stories from other cultures / Recipes Maths: Properties of number / Shape / Statistics Science: Forces and motion Computing: Computer skills and online Safety Food Technology: Foods from other cultures	<b>Roald Dahl</b> English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Our senses Computing: Algorithms and coding Food Technology: Salads	<b>Space and The Universe</b> English: Fiction / Posters and leaflets Maths: Multiplication and division / Position and direction / Money Science: The solar system Computing: Creating and presenting media

	<p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p> <p>Music: Music from other cultures / Christmas performance</p> <p>Art: Art from different cultures</p>	<p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Quentin Blake</p>	<p>Food Technology: Potatoes</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Music and movement</p> <p>Art: Fantasy artwork</p>
<b>C</b>	<p><b>Step Back in Time</b></p> <p>English: Plays and scripts / Historical texts</p> <p>Maths: Properties of number / Shape / Statistics</p> <p>Science: Our planet</p> <p>Computing: Computer skills and online Safety</p> <p>Food Technology: Sandwiches, toast and toasties</p> <p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p> <p>Music: Music through the decades / Christmas performance</p> <p>Art - Dali</p>	<p><b>CS Lewis</b></p> <p>English: World book day / Author Study</p> <p>Maths: Addition and subtraction / Time / Measure</p> <p>Science: Electricity and Magnetism</p> <p>Computing: Algorithms and coding</p> <p>Food Technology: Pasta, rice and noodles</p> <p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Landscapes</p>	<p><b>The Natural World</b></p> <p>English: Fiction / Encyclopaedias and fact files</p> <p>Maths: Multiplication and division / Position and direction / Money</p> <p>Science: Seasonal changes / Plants</p> <p>Computing: Creating and presenting media</p> <p>Food Technology: Salads</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Music and movement</p> <p>Art: Flowers and nature</p>
<b>D</b>	<p><b>My Feelings</b></p> <p>English: Fiction / Diaries and journals</p>	<p><b>David Walliams</b></p> <p>English: World book day / Author Study</p>	<p><b>Transport</b></p> <p>English: Travel journals / Directions</p>

	<p>Maths: Properties of number / Shape / Statistics</p> <p>Science: The human body</p> <p>Computing: Computer skills and online Safety</p> <p>Food Technology: Foods I like/dislike</p> <p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p> <p>Music: How music makes me feel / Christmas performance</p> <p>Art: Photography</p>	<p>Maths: Addition and subtraction / Time / Measure</p> <p>Science: Animals</p> <p>Computing: Algorithms and coding</p> <p>Food Technology: Following recipes</p> <p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Picasso</p>	<p>Maths: Multiplication and division / Position and direction / Money</p> <p>Science: Forces and motion</p> <p>Computing: Creating and presenting media</p> <p>Food Technology: Picnic foods</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Movement and dance</p> <p>Art: Transport</p>
<b>E</b>	<p><b>Careers</b></p> <p>English: Fiction / Posters and leaflets</p> <p>Maths: Properties of number / Shape / Statistics</p> <p>Science: Our planet</p> <p>Computing: Computer skills and online Safety</p> <p>Food Technology: Restaurants and cafes</p> <p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p>	<p><b>Harry Potter</b></p> <p>English: World book day / Author Study</p> <p>Maths: Addition and subtraction / Time / Measure</p> <p>Science: Our senses</p> <p>Computing: Algorithms and coding</p> <p>Food Technology: Potatoes</p> <p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Paul Klee</p>	<p><b>Scientific Discoveries and Experiments</b></p> <p>English: Newspaper articles / Instructions</p> <p>Maths: Multiplication and division / Position and direction / Money</p> <p>Science: Everyday materials</p> <p>Computing: Creating and presenting media</p> <p>Food Technology: Baking</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Music and movement</p>

	<p>Music: Careers in music / Christmas performance</p> <p>Art: Graffiti/poster art</p>		<p>Art: Comics</p>
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**Expectation within classroom timetables:**

Total of 20 structured lessons per week (4 per day)

Registration is allocated for 30 minutes at the start of the day; this includes either sensory registers or circle time and also allows for any personal care or positioning needs.

There is also a further allocation of 2 sessions for personal care, additional support with feeding, community snack and sensory engagement.

There are also 3 sessions of structured play, break and lunch times and transitions for the end of the day.

Area of Learning	Sensory/ Semi Formal	Semi formal/ Formal
Communication and Interaction	Sensory Story Massage story TacPac Early reading and phonics	English x3/4 (including 1 library session) Phonics x2
Cognition and Learning	Sensology Maths experiences Music Attention boxes ICT/ Cause and effect	Maths x3/4 Science Computing
Independence, Social and emotional	PSHE/ Hygiene Community Food Tech Collaborative play	Food Tech RSHE/ ASDAN Wellbeing (Including TacPac) Community

Physical and Sensory	PE/ parachute/ Dance Art Reflexology Sensory Room/ ILR Sensory/Messy Play Soft play Swimming	PE (Including swimming) Creative arts (Music, Drama and Art) Reflexology/ Sensory room
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**Timetable example:**

	9.00-9.30	9.30-10.00am Structured lesson	10.00-10.30am Structured lesson	10.30-11.00am	11.00-11.30am Structured lesson	11.30-12.00pm Structured lesson	12.00-1.00pm	1.00-1.30pm Structured lesson	1.30-2.20pm Structured lesson	2.20 – 2:50	2.50-3.00pm
Monday	Registration	Communication and Interaction Lesson Focus	Physical and Sensory Lesson Focus	Snack and Break/ structured/ collaborative play- Independence skills	Cognition and Learning Lesson Focus	Cognition and Learning Lesson Focus	Lunch/ Break/ structured/ collaborative play- Independence skills	Cognition and Learning Lesson Focus	Physical and Sensory Lesson Focus	Structured play/ collaborative - Independence skills	Transition
Tuesday	Registration	Communication and Interaction Lesson Focus	Physical and Sensory Lesson Focus		Independence, Social and Emotional Development Lesson Focus	Independence, Social and Emotional Development Lesson Focus		Physical and Sensory Lesson Focus	Cognition and Learning Lesson Focus		Transition
Wednesday	Registration	Communication and Interaction Lesson Focus	Independence, Social and Emotional Development Lesson Focus		Communication and Interaction Lesson Focus	Communication and Interaction Lesson Focus		Physical and Sensory Lesson Focus	Cognition and Learning Lesson Focus		Transition



Thursday	Registration	Communication and Interaction Lesson Focus	Physical and Sensory Lesson Focus		Independence, Social and Emotional Development Lesson Focus	Independence, Social and Emotional Development Lesson Focus		Cognition and Learning Lesson Focus	Independence, Social and Emotional Development Lesson Focus		Transition
Friday	Registration	Cognition and Learning Lesson Focus	Physical and Sensory Lesson Focus		Physical and Sensory Lesson Focus	Physical and Sensory Lesson Focus		Physical and Sensory Lesson Focus	Physical and Sensory Lesson Focus		Transition

