

		Cycle 1 (2019-2020)	Cycle 2 (2020-2021)	Cycle 3 (2021-2022)
Autumn	1	MAPPING	CRIME & MYSTERY	ANIMALS
	2	VICTORIAN BRITAIN		LOVE AND LOSS
Spring	1	ANCIENT GREECE	SPORT	WITCHES & WIZARDS
	2			ADVENTURE
Summer	1	WHERE WE LIVE	HOLIDAY	
	2	EXPLORERS		



MEDIUM-TERM PLANNING													
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.		Learning for Life		Opportunities to develop cross curricular skills e.g. drama			
CYCLE 1	INTENT To support early communication and language development skills through a range of sensory experiences which provide opportunities for learning utilising repetition and overlearning.	MAPPING		VICTORIAN BRITAIN		ANCIENT GREECE				WHERE WE LIVE		EXPLORERS	
		Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 5 weeks		Summer 2 7 weeks	
		KS3 Prose Pre-1914 Text		KS4 19 th Century Novel Creative Writing		Shakespeare		Shakespeare Non-Fiction		KS3 British Contemporary Novel		KS4 Poetry Non-Fiction	
		Narrative – Sensory Story		Sensory Exploration of Character, mood & emotion Character Description - writing		Narrative – Sensory Story		Expanding Vocabulary (symbol recognition) Author Focus –fact files		Narrative - Sensory Story		Descriptive Language Recall	
		SUGGESTED TEXT											
		Treasure Island (Robert Louise Stevenson)		A Christmas Carol (Charles Dickins)		A Midsummer Night’s Dream (William Shakespeare)		Luke and Jon (Robert Williams)		Climbing My Grandfather (Andrew Waterhouse)			
		COMMUNICATION											
		Accept or reject a stimulus – through affective communication Select preferred stimulus – eye point, gesture, vocalise or activate switch, when presented with choice of two Describe stimulus – using eye-gaze or grid, vocalisation or physical selection											
		INTERACTION											
		Respond – turn toward, reach out, vocalise, smile Engage – make simple meaningful gestures Join in – Use few words appropriately (using AAC’s)											
		IMPLEMENTATION											
		The nature of the Engagement Curriculum means that students are delivered the same lesson over a 6 or 7 week period, with only minor alterations in delivery or presentation of resources in response to student learning. It is expected that students will demonstrate learning through anticipation, consistent responses and by communicating choices. In order for this to be monitored and to allow students to develop these skills lessons the below format is used; Week 1 Introduction Assessment Week 2-3 Familiarisation Week 4-6 Consolidation and Extension Week 7: Assessment											

MEDIUM-TERM PLANNING						
Aspiration for Life	Differentiated, aspirational targets dependent on pupil needs.	Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama	
CYCLE 2	To support early communication and language development skills through a range of sensory experiences which provide opportunities for learning utilising repetition and overlearning.	CRIME		SPORT		HOLIDAYS
		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks
		KS3 Contemporary / KS3 Drama	KS3 Pre 1914	KS3 Contemporary	KS3 Poetry	KS3 Drama
		Narrative – Sensory Story	Conveying Mood Sensory Imagery Descriptive Language	Narrative – Sensory Story	Descriptive Language Sensory Imagery	Narrative – Sensory Story
		SUGGESTED TEXT				
		The Goldfish Boy (Lisa Thompson)		Bend It Like Beckham (Gurinder Chadha)		Down Under (Bill Bryson)
		The Curious Incident of the Dog in the Night-time (stage) (Mark Haddon)	The Sign of Four Sir Arthur Conan Doyle	Armistice Runner (Tom Palmer)	At Lord's Francis Thompson	Around the world in 80 Days (Michael Palin)
		COMMUNICATION				
		Accept or reject a stimulus – through affective communication Select preferred stimulus – eye point, gesture, vocalise or activate switch, when presented with choice of two Request preferred stimulus – using eye-gaze or grid, vocalisation or physical selection				
		INTERACTION				
		Respond – turn toward, reach out, vocalise, smile Engage – make simple meaningful gestures Join in – Use few words appropriately (using AAC's)				
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CYCLE 3	INTENT To support early communication and language development skills through a range of sensory experiences which provide opportunities for learning utilising repetition and overlearning.	ANIMALS	LOVE & LOSS	WITCHES & WIZARDS	ADVENTURE	ADVENTURE	MYSTERY
		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
		KS3 Seminal World Literature	KS4 Shakespeare	KS3 Shakespeare	KS4 Contemporary Prose	KS3 Poetry	KS4 Poetry
		Narrative – Sensory Story	Narrative – Sensory Story	Sensory Exploration of Character	Narrative – Sensory Story	Conveying Mood Sensory Imagery Creative Writing	Conveying Mood Sensory Imagery Descriptive Language Repetition & Alliteration
		SUGGESTED TEXT(S)					
		Watership Down (Richard Adams)	Othello (William Shakespeare)	Macbeth (William Shakespeare)	Holes (Louis Sacher)	Pirate Wind (Mary J Carr)	The Highway Man (Alfred Noyes)
		The Wind in the Willows (Kenneth Grahame)			Into Thin Air (Jon Krakauer)		Night Mail (W.H. Auden)
		War Horse (Michael Morpurgo)					
		VOCABULARY					
		Accept or reject a stimulus – through affective communication Select preferred stimulus – eye point, gesture, vocalise or activate switch, when presented with choice of two Request preferred stimulus – using eye-gaze or grid, vocalisation or physical selection					
		INTERACTION					
		Respond – turn toward, reach out, vocalise, smile Engage – make simple meaningful gestures Join in – Use few words appropriately (using AAC’s)					
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