

Long Term Mapping

COMMUNICATION | ENGLISH MAPPING PMLD (ENGAGEMENT GROUP)



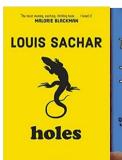
For learners working between S1-S7, it can also be used with learners working at S8 as a bridge to more formal learning and engagement.

During Cycle 1 Follows the KS2 Creative Curriculum Themes utilising suitable KS3 and KS4 texts (representative of class group)

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During Cycle 2 Follows the KS3 Curriculum (representative of class group) | During Cycle 3 utilises KS3 & 4 texts (representative of class group)

		Cycle 1	Cycle 2	Cycle 3	
		(2019-2020)	(2020-2021)	(2021-2022)	
uwr	1	MAPPING	CDIMAL & MAYCTEDY	ANIMALS	
Autumn	2	VICTORIAN BRITAIN	CRIME & MYSTERY	LOVE AND LOSS	
ng	1	- ANCIENT GREECE	SPORT	WITCHES & WIZARDS	
Spring	2	ANCIENT GREECE	SPUNT	ADVENTURE	
mer	1	WHERE WE LIVE	ADVENTORE		
Sumi	1 2	EXPLORERS	HOLIDAY	MYSTERY	

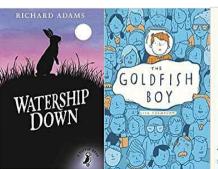




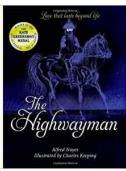












				MEDIUM-TI	ERM PLA	NNING				
Aspir	ration for	-1,7 -	al targets dependent on pupil Language for Life E		Explicit te	aching/ exposure to new and know vocabulary.	zearring jor zije	unities to develop cross curricular g. drama		
		MAPPING	VICTORIAN BRITAIN	ANCIENT GREECE			WHERE WE LIVE	EXPLORERS		
		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks		Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks		
	ory	KS3 Prose Pre-1914 Text	KS4 19 th Century Novel Creative Writing	Shakespea	ire	Shakespeare Non-Fiction	KS3 British Contemporary Novel	KS4 Poetry Non-Fiction		
CYCLE 1	a range of sensory earning.	Narrative – Sensory Story	Sensory Exploration of Character, mood & emotion Character Description -	Narrative – Senso	ry Story	Expanding Vocabulary (symbol recognition) Author Focus –fact files	Narrative - Sensory Story	Descriptive Language		
	ugh erle		writing	/// 11						
1	skills through ion and overle	SUGGESTED TEXT								
	development skil tilising repetition	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)			
	velop sing r	COMMUNICATION								
	and language development skills through a rang for learning utilising repetition and overlearning	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								
	n anc ss for	INTERACTION								
	INTENT To support early communication experiences which provide opportunities	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 PLAN	NING						
•	oiration or Life	Differentiated, aspirational targets dependent on pupil needs. Language for L.		Explicit teaching/ exposure to new and know vocabulary.			Opportunities to develop cross curricular skills e.g. drama				
	S	CRI	ME	SPC	SPORT			HOLIDAYS			
•	erience	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks		Summer 1 5 weeks		Summer 2 7 weeks		
	у ехре	KS3 Contemporary / KS3 Drama	KS3 Pre 1914	KS3 Contemporary	KS3 Poetry		KS3 Drama		KS3 Prose		
	nge of sensor	Narrative – Sensory Story	Conveying Mood Sensory Imagery Descriptive Language	Narrative – Sensory Story	Descriptive Language Sensory Imagery		Narrative – Sensory Story		Descriptive Language Sensory Imagery		
	a raı			SUGGEST	ED TEXT						
CLE 2	INTENT To support early communication and language development skills through a range of sensory experiences which provide opportunities for learning utilising repetition and overlearning.	The Goldfish Boy (Lisa Thompson) The Curious Incident of the Dog in the Night-time (stage) (Mark Haddon)	The Sign of Four Sir Arthur Conan Doyle	Bend It Like Beckham (Gurinder Chadha) Armistice Runner (Tom Palmer)	At Lord's Francis Thompson		Our Day Out (Willie Russell)		Down Under (Bill Bryson) Around the world in 80 Days (Michael Palin)		
CYCLE	age peti	COMMUNICATION									
	ınd langua ıtilising rep	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									
	ing	INTERACTION									
	communicat ies for learn	Respond — turn toward, reach out, vocalise, smile Engage — make simple meaningful gestures Join in — Use few words appropriately (using AAC's)									
	arly tuni		IMPLEMENTATION								
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			MEDI	UM-TERM PL	ANNING				
Aspiration for Life	Differentiated, aspirational targets dependent on pupil needs.				/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama		
	ANIMALS	LOVE & LOSS	WITCHES	& WIZARDS	ADVENTURE	ADVENTU	RE MYSTERY	/	
xperiences	Autumn 1 7 weeks KS3 Seminal World Literature	Autumn 2 7 weeks KS4 Shakespeare	6 w	ring 1 veeks <mark>akespeare</mark>	Spring 2 6 weeks KS4 Contemporary Prose	Summer 5 week: KS3 Poetr Conveying N	7 weeks Y KS4 Poetry	y Y	
e of sensory e	Narrative — Sensory Story	Narrative – Sensory S	STORY	xploration of aracter	Narrative – Sensory Story	Sensory Ima Creative Wr	• .	nguage	
rang	SUGGESTED TEXT(S)								
EVCLE 3 ENT To support early communication and language development skills through a range of sensory experiences ch provide opportunities for learning utilising repetition and overlearning.	Watership Down (Richard Adams) The Wind in the Willows (Kenneth Grahame) War Horse (Michael Morpurgo)	Othello (William Shakespe		cbeth hakespeare)	Holes (Louis Sacher) Into Thin Air (Jon Krakauer)	Pirate Wi ı (Mary J Ca	, ,	/es) ail	
devel	VOCABULARY								
d language (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								
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Week 4-6 Consolidation and Extension

Week 7: Assessment