

Greenside 'Explore' (ASC) Pathway



Cross curricula strategies and approaches

SCERTS

Visual supports

Intensive Interaction

Self-initiated learning

Adapted TEACCH

Sensory exploration

Reading
Early writing/writing
Story telling
Drama
Bamboozle drama approaches
Attention autism
Sensory literacy
Tacpac
Speech Therapy

Counting
Problem solving
Computing
Exploring and Investigating
Understanding the World/ Science

Cooking
Washing Up
Art
Shopping
Play Skills
Music
Creative workshops
Community learning and travel training
Sensory Assembly

P.E.
Massage
Yoga
Sensory Interaction
Swimming
Trampolining
Horse riding
Sherborne Movement

Curriculum aspects, strategies and approaches

My Communication

To communicate effectively & build relationships
To listen to others
For my voice to be heard

My Thinking

To learn to solve problems and to be aware of the world around me.
To develop independence.

My Wellbeing

To develop a sense of self direction.
To learn to take care of myself.
To express myself creatively.

My Body

To be aware of my body and to be healthy.

What do I need to learn at school?

'Explore' (ASC) Curriculum

Each learner will have a highly personalised curriculum based on their EHCP learning outcomes, learning experiences and responses.

Maths Skills Bank: Explore (ASC) Pathway

Number	Shape, space & measure	Handling data	Problem solving
EQUALS Formal Curriculum P4-8	National Curriculum Pre-KS Standards	AET Progression Framework	
Shows an interest in number activities and counting	Demonstrate an understanding of the concept of transaction e.g. by exchanging a coin for an item, or one item for another, during a role-play activity	Makes a choice Makes a choice from a given number of familiar alternatives Makes a choice from a given number of unfamiliar alternatives Varies choice on different occasions in order to try out alternatives Gives reason or explanation for a choice they make	
Responds to and joins in with familiar number rhymes, stories, songs and games	Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects	Uses information available to make an appropriate choice Understands and is able to choose an alternative when an option is not available Understands the need to make choices realistic Understands the consequences of making certain choices Gives reasons for categories suggested	
Indicates one or two, for example, by using their fingers or sounds	Demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil)	Sorts items into categories Sorts objects which are the same Sorts objects into given categories Rearranges items when category is changed Gives category a label Matches items by function Suggests possible categories for sorting	
Demonstrates that they are aware of contrasting quantities, for example one or lots, by making groups of objects with help	Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)	Uses information to plan and predict Makes a plan for an activity based on information available Selects preferred option from available alternatives Predicts what might happen in a situation based on previous experience	

		Predicts what might happen in a current situation based on information available
Demonstrates an awareness of none / zero / nothing / nil.	Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked	<p>Makes deductions based on information available</p> <ul style="list-style-type: none"> Deduces what something may be about by its appearance Works out what needs to be done from items / equipment presented Takes account of behaviour / actions of others to deduce information about a situation Takes account of context 'clues' to deduce information about a situation Knows what information will be required for a given task
Joins in rote counting up to five and uses numbers to five in familiar games and activities	Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.	<p>Recognises and takes action to solve problems</p> <ul style="list-style-type: none"> Recognises problem within a familiar situation Recognises a problem within an unfamiliar situation Takes action to solve a familiar problem Takes action to solve an unfamiliar problem Asks for help with a problem Request information to solve a problem Uses information from the context to solve a problem Uses information from other situations to solve problem
Counts reliably to three and make sets of up to three objects	Demonstrate an understanding that the last number counted represents the total number of the count.	<p>Reflects on problems encountered and strategies used</p> <ul style="list-style-type: none"> Reflects on problem solving strategies used within a previous situation Suggests alternative strategies that may have been effective or preferable in a previous situation
Demonstrates an understanding of the concept more / fewer	Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present.	

Uses 1p coins for items up to 5p, for example in shopping games.	Read and write numbers in numerals from 0 to 9.	
Joins in with new number rhymes, songs, stories and games with some assistance or encouragement.	Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).	
Joins in rote counting to 10.	Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.)	
Counts at least 5 objects reliably	Recognise some common 2-D shapes.	
Begins to recognise numerals from 1 - 5 and to understands that each represents a constant number or amount.		
Responds appropriately to key vocabulary and questions for example 'How many?'		
Begins to recognise differences in quantity for example in comparing given sets of objects and saying which has more and which has less, the bigger group and the smaller group.		
In practical situations responds to 'add one' and 'take one'		
Joins in with rote counting to beyond ten		
Continues the rote count onwards from a given small number.		
Begins to count up to ten objects		
Compares two given numbers of objects saying which is more and which is less.		

Begins to recognize numerals from 1 to 9 and relate them to sets of objects	
In practical situations adds one to or take one away from a number of objects	
Begins to use ordinal numbers (first, second or third) when describing the position of objects, people or events.	
Estimates a small number and check by counting	
Begins to search for objects that have gone out of sight, touch or hearing demonstrating the beginning of object permanence	
Demonstrates interest in position and the relationship between objects.	
Searches intentionally for objects in their usual place for example going to the maths shelf for the box of shapes	
Compares the overall size of 1 object with that of another where there is a marked difference	
Finds big and small objects on request	
Explores the position of objects	
Searches for objects not found in their usual place demonstrating their understanding of object permanence	
Compares the overall size of one object with that of another where the difference is not great	
Manipulates 3 dimensional shapes	

Uses vocabulary such as more and less in practical situations.	
Begins to respond to forwards and backwards	
Starts to pick out named shapes from a collection.	
Uses familiar words when they compare sizes and quantities and describe position	
Compares, directly, two lengths or heights where the difference is marked and can indicate 'the long one'.	
Shows an awareness of time, through some familiarity with names of the days of the week and significant times in their day such as mealtimes and bed time	
Begins to use mathematical language such as straight, circle larger to describe the shape and size of solids and flat shapes	
Describes shapes in simple models, pictures and patterns	
Shows an awareness in changes in shape, position and quantity.	
Begins to sort sets of objects according to a single attribute and demonstrates an awareness of contrasting quantities by making groups of objects with help	
Sorts objects and materials according to a given criteria. They begin to identify when an object is different and does not belong to given categories.	

Completes a range of classification activities using a given criteria. They identify when an object is different and does not belong to a given familiar category.	
Begins to use developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make estimates.	