



# **My Story**

**Greenside Whole School Curriculum**

# Contents

- Curriculum Overview
- Content – *what we teach*
- Our thematic curriculum – *Ensuring breadth of experiences*
- Subjects through our curriculum – *Developing Core knowledge*
- Timetables – *Consistent coverage*
- Approaches- *What works*
- Planning – *Tools for leads*
- Quality Assurance – *knowing we are doing the right things*



# Curriculum Overview

# Learners at the centre:

Greenside provides a highly personalised curriculum with the learner at the centre. We focus on developing our learners' skills and understanding based on 4 key areas of the SEND code of Practice:

- my communication (Communication and interaction)
- my thinking (Cognition and learning)
- my wellbeing (Social, mental and emotional health)
- my body. (Sensory and/ or physical)

We do this by being responsive to and building upon individual strengths and interests and providing engaging and creative learning experiences based on a rolling programme of themes, contexts, and lessons. Our aim is to empower, enable and equip each learner for a meaningful, happy, and safe life beyond school.

Literacy, maths and other curriculum areas are often taught discretely



# What we know about learning:

Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom. The process of learning is rarely the same. It can happen in a wide variety of ways and different places.

Learning is not linear, no one learns in straight lines, but learning can be planned and shaped to meet the needs of individuals. We refer to this shaping as our 'My Story' curriculum.

Our education professionals practice is built around reflection. Adapting our approaches to T&L based around the needs of the learners.

At Greenside we build a picture of understanding of a learner, through 'simply knowing'.

# Progress in the 'My Story' curriculum:



# My Story

'My Story' is a personalised curriculum, with high aspirations for all.

Each individual's curriculum starts from what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.

We think about future outcomes and put targets and strategies in place to support the development of skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

Dependent on this information a pathway is decided for the learner



# Greenside Curriculum Pathways

## Preparing for Adulthood

Life skills based curriculum focusing on preparing for adulthood

**Explore (SLD)**  
A life skills and context based curriculum

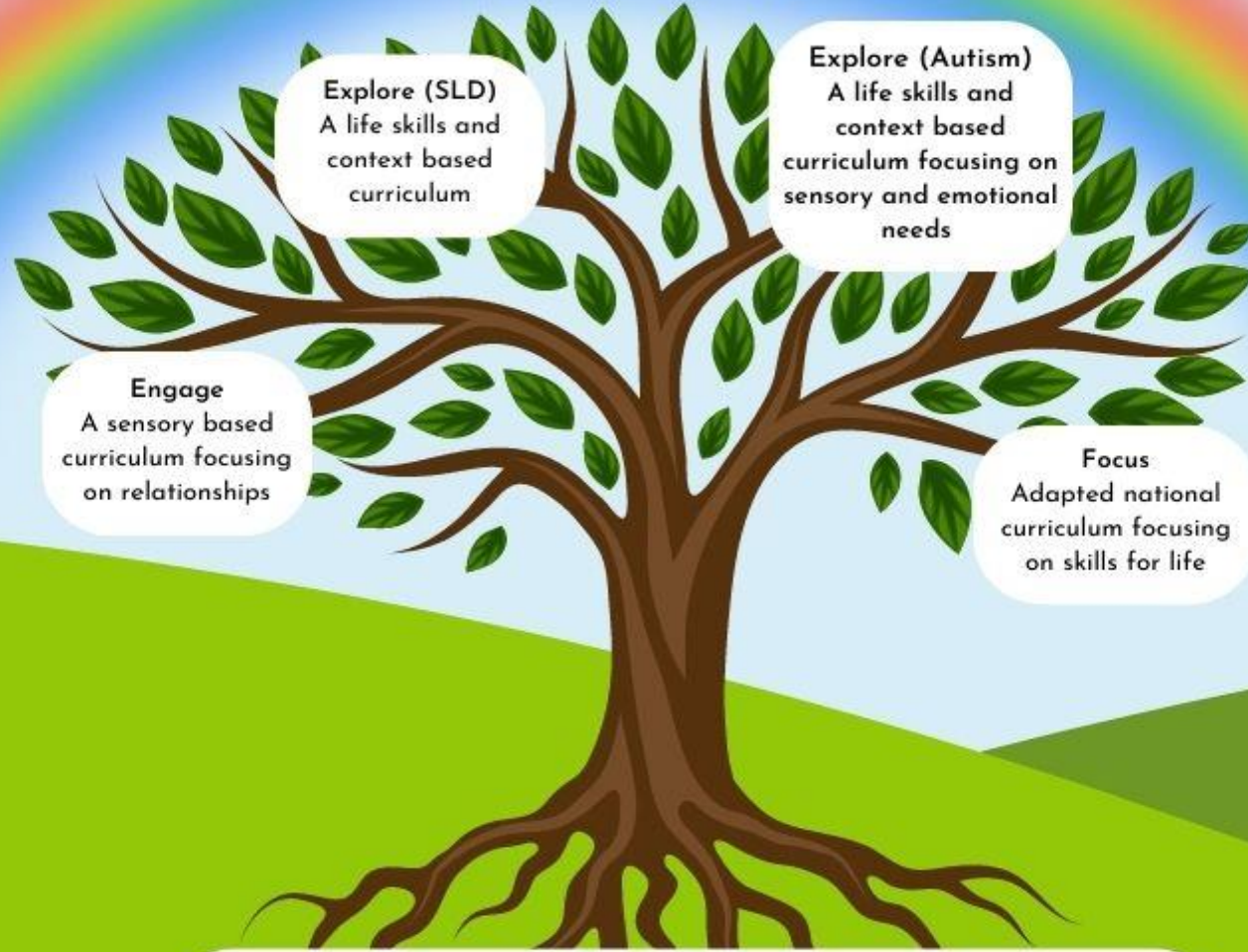
**Explore (Autism)**  
A life skills and context based curriculum focusing on sensory and emotional needs

**Engage**  
A sensory based curriculum focusing on relationships

**Focus**  
Adapted national curriculum focusing on skills for life

## Early Years Foundation Stage

A play based curriculum focusing on early learning



# Pathways

Our 'My' Curriculum has six main pathways. These pathways consider the needs of the learners, their age and the ways in which they will make best progress.

These pathways are:

Our **Early Years Foundation Stage (EYFS) pathway** follows a developmental curriculum, in line with the statutory EYFS Curriculum, which plays a diagnostic role in establishing which of the 4 curricula pathways the learner will join at the end of the early years.

**Engage** - primarily for learners who have profound and multiple learning difficulties (PMLD)

**Explore (SLD)** - primarily for learners who have a severe learning difficulty (SLD)

**Explore (ASC)** - primarily for learners who have Autism in addition to their learning difficulty

**Focus** - primarily for learners who have learning difficulties (LD) and can access an adapted National Curriculum

Our **Preparing for adulthood pathway (Pfa)** gives greater opportunities for our learners to consolidate skills in community settings, and focuses on preparing to transition into life after school.

All pathways cover the six aspects of the 'My Story' curriculum and consider the individuals and their families hopes for the future. Classes are broadly grouped by the learner's age and the pathway they are following. To support planning and sequencing learning, classes have set pathway. We also give great consideration to the dynamics of the individuals and the group. We acknowledge that in some classes, there maybe learners who could be in different pathways, our reflective practice helps to support the class using approaches that are tailored to their cohort. This gives everyone the best opportunity to make progress. Our curriculum pathways model is responsive to learner need. A learner can change curriculum pathway at any time during their school career if needed. We are sure to use our natural assessment approaches to ensure a child does not 'repeat' a topic.

The following pages, describe each pathway:





## EYFS

Learners following the EYFS Pathway are our youngest learners, and have *Severe Learning Difficulties (SLD)* and *may also have Autism and complex health needs and physical disabilities*.

Learners have often joined us from mainstream provisions, and are learning about building meaningful relationships, communication and establishing new routines.

Learners require an approach to learning that is predominantly child-led, paying special attention to individual children's needs and interests and embracing that each child is unique. Learner's EHCP targets are intertwined with the 7 Areas of Development Matters and activities and experiences are planned with different learning styles in mind. Learners also have access to specialist resources and support from multiagency teams. Learning is broken down into small, meaningful steps that encourage confidence and independence, even from the earliest years.

## Our Pathways:

# Engage

*Learners following the Engage pathway have profound and multiple disabilities (PMLD), including learning disabilities, severe communication difficulties, physical and/or sensory disabilities, and complex health needs.*

Learners require a high level of multiagency support, both for their learning needs and also for their personal care. Our individualised curriculum is built around an in-depth knowledge of the needs of each learner. At Greenside we recognise that learners with PMLD learn holistically following a curriculum that is interconnected. They learn best in a responsive and immersive environment that focuses on engagement and relationship building. They require a sensory approach to learning and a curriculum broken down into very small steps. They also require access to our specialist resources.



# Engage

Engage pathway learners require time, repetition and consistency to establish individual communication.

They will be given reasons to communicate.

Will have communicative partners to communicate with.

Will be encouraged to develop the ability to communicate that they want or don't want something,

Will be encouraged to acknowledge another's presence,

Will be encouraged to develop communication through Total Communication - whatever form of communication is appropriate for them as individuals e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, photos, symbols or words.

We recognise that learners with PMLD have unique ways of learning and that learning is unlikely to follow a linear progression. Learners will:

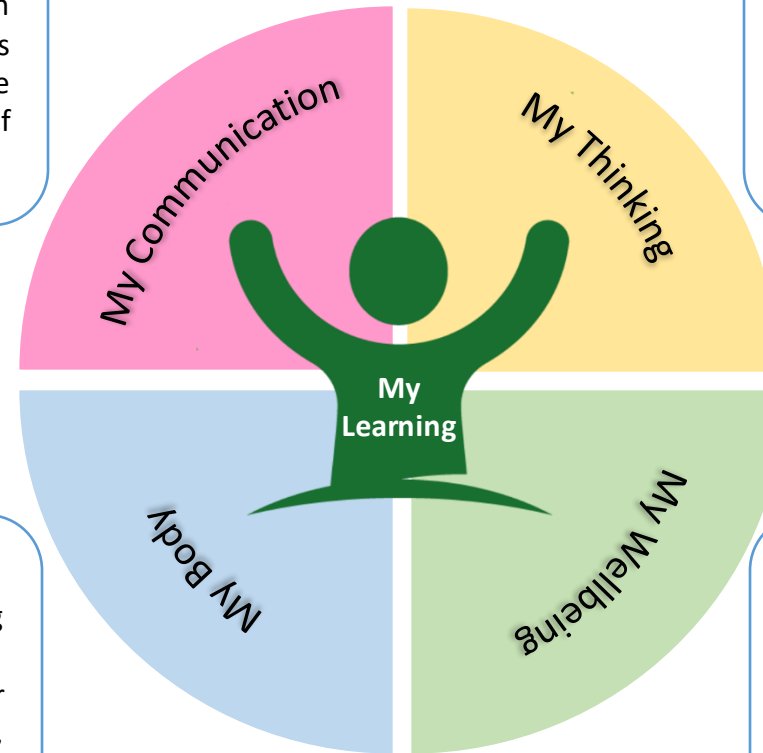
Receive immediate and consistent feedback in their responses

Receive opportunities to interact and to respond to the actions of others.

Have the opportunity to build on prior learning, repeating, practising and consolidating skills in a consistent way.

Will be supported to generalise and transfer skills.

Need different levels of sensory stimulation and have information on their sensory preferences and avoidances recorded and monitored.



All learners will have the opportunity to:

-Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.

-Develop basic life skills to increase autonomy, or engagement and co-operation, such as hand washing, independent toileting or safe hygiene when eating.

-Participate in individualised specialist physio and OT programmes as appropriate to the learner- spending time out of wheelchairs allowing free movement time, and time in specialist standing and walking frames.

-Take part in Sherborne developmental movement sessions as appropriate.

Learners will experience personal and emotional wellbeing activities that are done "with" them rather than done "to" them.

Will have their therapeutic and medical needs met e.g. positional changes are made safely.

Experience warm, communicative and appropriate touch and physical contact as part of the curriculum.

Are supported to express their choices

Are taught how to say "no", listened to and have their "no" acted upon.

Have respectful and dignified support to do as much as they can do for themselves.

## Our Pathways:

# Explore (SLD)

*Learners following the Explore pathway have Severe Learning Difficulties (SLD) and may also have Autism and complex health needs and physical disabilities.*

They require an approach to learning that is 'learner led', and engagement and exploration are encouraged through interesting and motivating practical tasks and activities. Learning takes place throughout the whole day and a priority is placed on learning through play. Learners are encouraged to explore their world and make connections and this in turn promotes the development of ideas and cognition. Learners following our Explore pathway curriculum require a high level of adult support, with their curriculum broken down into small steps with frequent repetition in order to develop fundamental skills and independence.



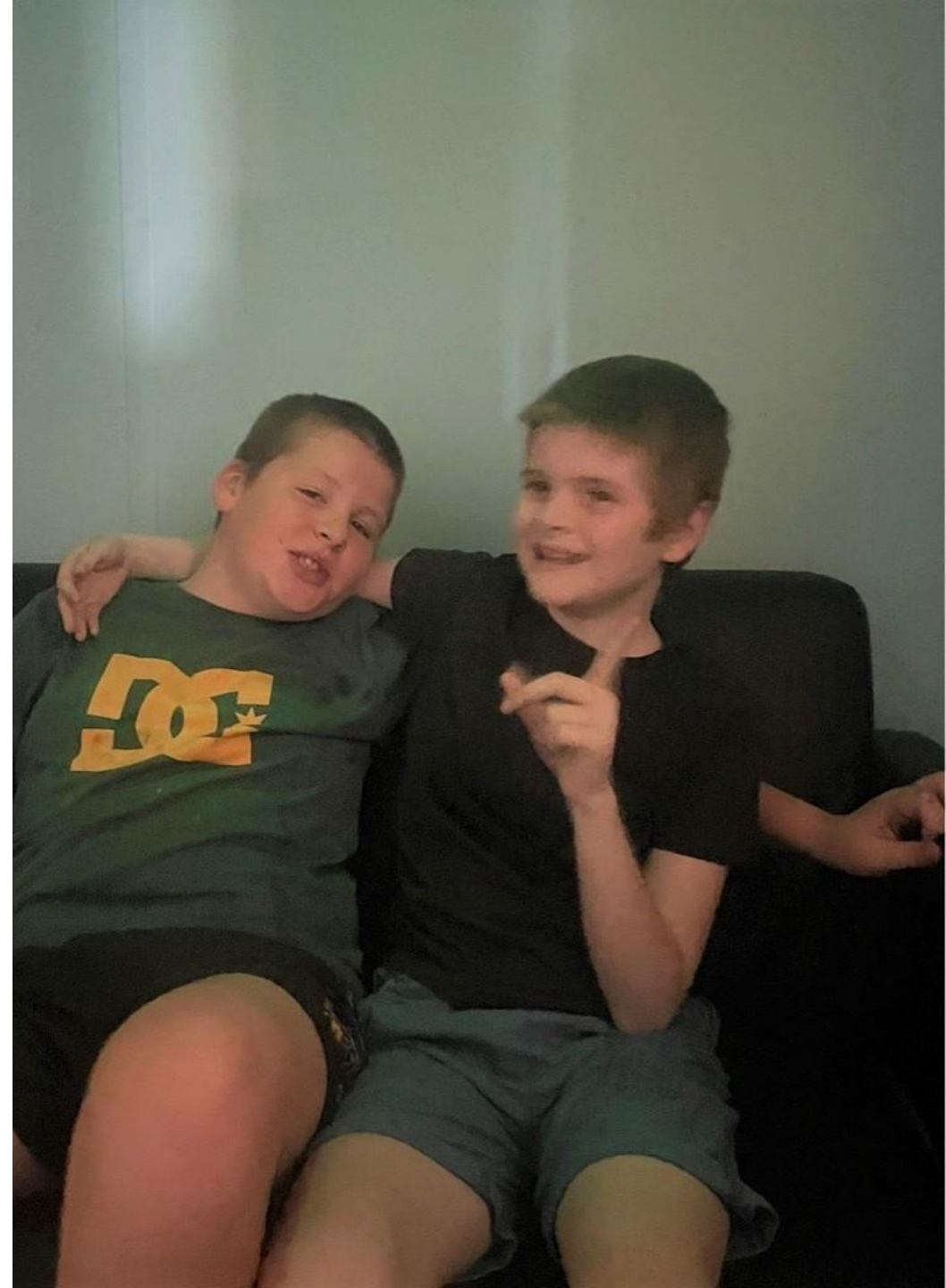
## Our Pathways:

# Explore (Autism)

*Learners following the Explore (Autism) pathway have Autism and severe learning difficulties, they may also have complex sensory, communication needs, and may require support to regulate their emotions and enable them to develop successful interactions.*

This pathway is designed for learners with a learning style typically associated with Autism. They can have difficulties with communication and interaction, complex sensory needs and can present with behaviours that may cause harm to themselves or others. These learners require specifically developed teaching strategies and approaches for working with learners with Autism.

When specialist teaching approaches are employed and the correct individualised supports are in place to ensure learners are regulated, then they can be calm and ready to learn.

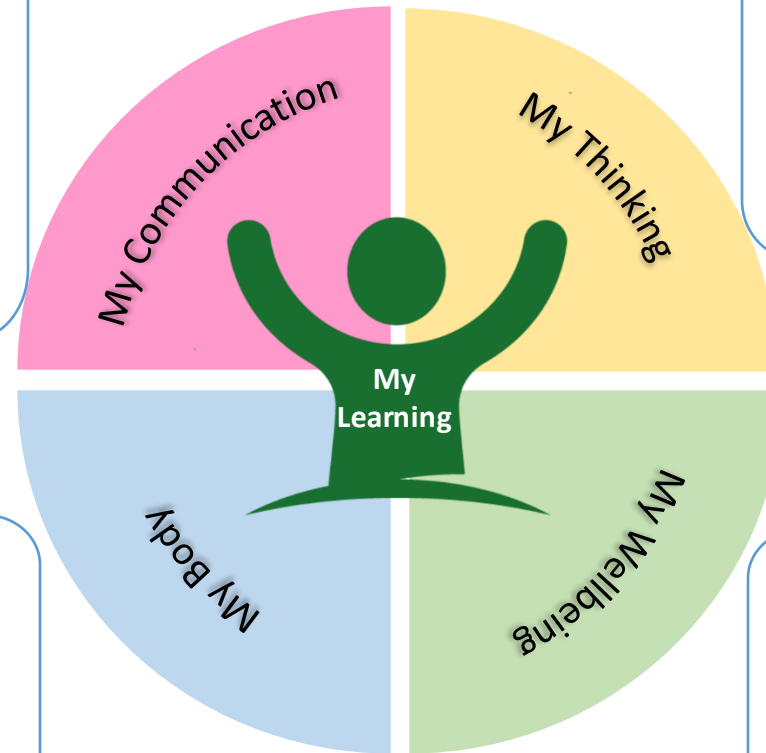


# Explore

At Greenside, we recognise that learning to communicate is a lengthy, complex and holistic process that is central to the development of skills in all other curriculum areas. Total Communication is used as a core approach to communication for learners SLD. Through our approach to teaching communication, learners will;

- be recognised as intentional communicators.
- be taught methods of communicating in whatever form of communication is appropriate for them as learners e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, symbols, AAC and words.
- be given multiple reasons to communicate throughout the school day. Will have responsive and engaging communicative partners to communicate with.
- be given sufficient time to develop their communication.

Learners following the Explore pathway will access some subject specific learning, such as English, Maths and Science, as well as being offered a thematic curriculum that is broad and creative. We ensure that learners are offered the opportunity to engage in motivating curriculum activities that allow for repetition and the consolidation of skills. We provide meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities so that learners link experiences and make connections, and this provides opportunities for generalising and applying skills and knowledge across curriculum areas. Our curriculum recognises the importance of play and learner lead experiences.



On The Explore pathway, learners will be learning more and more about their body and how they can be healthy. All learners will have the opportunity to:

- Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.
- Exercise and physical health, through weekly PE sessions that focus on gross motor skills, balance and basic sports.

The Explore Pathway curriculum provides opportunities to develop creativity through Music, Art, drama, dance, creative workshops provided by our own creative practitioners and visiting specialists. PSHE is taught throughout the curriculum and focuses on self awareness and self care, relationships and understanding emotions. We specifically teach learners how to self regulate through mutual regulation strategies, regular movement breaks and a therapeutic approach to all aspects of learner engagement.

## Our Pathways:

# Focus

*Learners following the 'Focus' pathway typically have learning difficulties and may also have Autism.*

They follow an adapted national curriculum accessing a range of subject specific learning with the primary focus being developing functional skills for life.

Extended learning opportunities are provided within the wider community, including peers at Barnwell Middle School.



# Focus

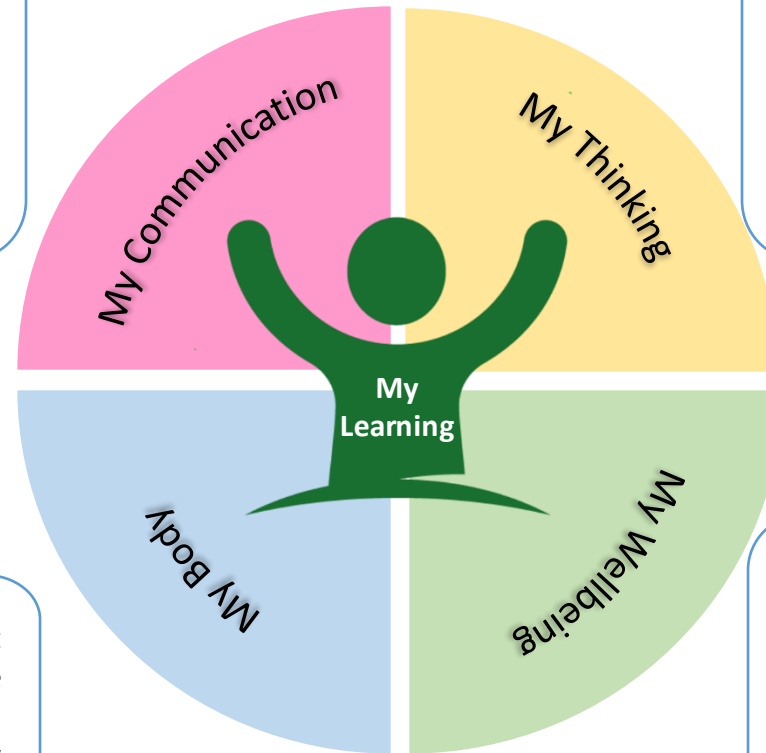
Total Communication continues to be a core approach to communication for learners following the Focus pathway. Through our approach to teaching communication, learners will;

- Have access to Augmentative and Alternative Communication (AAC), Through the use of symbols and core boards as necessary.

- Have the opportunity to learn sign supported English, as well as being signed to by others around them.

- Be encouraged to discuss and share views, negotiate with each- other and develop ideas through reciprocal conversation.

Learners following the Focus pathway will access an adapted national curriculum with subject specific learning in English (including Phonics), Maths and Science. They will be offered a thematic curriculum that is broad and creative and that covers the humanities and Arts. Repetition and the consolidation of skills remains important, and the development of independence remains a key focus.



On the Focus pathway, learners will engage in learning that not only thinks about the human body, but how to use the abilities of their body to participate in more structured lessons such PE, Swimming. They are given the opportunity to develop their physical abilities through community based learning such as Swimming at the local swimming pool and working on the farm.

The Focus pathway offers opportunities for a more focused curriculum that fosters creativity and provides opportunity for deeper emotional development and thinking in lessons such as Art, Performing Arts(including drama and music). Or PSHE offer is designed to engage pupils in more specific learning delivered in PSHE, designed to enhance knowledge around Personal, Social, Health and Wellbeing. Identify the emotional states of themselves and others and developing positive habits





# PfA – Preparing for Adulthood

Our Preparing for Adulthood pathway was built around the final years of community-based time at Greenside. In recent times this has extended for some learners from the age of 14. But majority of learners join the PfA pathway at 16.

PfA are proud to use a community based provision in the Hyde. Our two classroom spaces and enterprise centre allow learning to be functional, real and enable true transitional skills to be developed.

The PfA curriculum is built around modules. These guide learning, but are underpinned by the potential destinations our learners go onto.

In the PfA we expect more learning to occur outside the classroom and teaching knowledge that enables independent living in the future. It aims to align closely to college and other destinations our students go onto.



# **Content**

**What we teach**

# Curriculum Choices

At Greenside we focus on learning. For learning to occur, learners need to be engaged, motivated and ready (self-regulated)

We have found that creative topics (themes) that can link together lessons helps to encourage long term memory of knowledge and skills described in our skills banks.

In our Eys, Engage and Explore pathways, themes are important to link 'subject' learning in engaging fun ways. With our focus learners, subject specific lessons can be helpful to teach more concrete concepts

The following diagram describes the reasoning for themes/subject choices

# Engage



## Learner Characteristics:

- Pre intentional/emerging intentional communication
- Emerging contextual and social awareness
- Learnt response to familiar routines
- Beginning to develop joint attention



## The Thematic Curriculum

- Multi-sensory experiences with an emphasis of cause and effect
- Opportunities to express needs and desires
- Make connections to the world around them

### Planning

- Continuous, holistic provision across sessions
- All aspects taught thematically
- 4 'Mys' woven through all learning opportunities.

### Assessment

Progress measured against EHCP outcomes, Routes for learning or Engagement Model

# Explore



## Learner characteristics

- Intentional communication of needs and wants
- Greater contextual and social awareness
- Emerging problem-solving skills and independence in familiar routines.
- Developing levels of comprehension



## The Thematic/Subject embedded Curriculum

- motivating and engaging activities that allow for repetition and the consolidation of skills.

Opportunities to communicate and problem solve.

### Planning

- Maths and Literacy planned and taught discretely (whole class, small groups or 1-1)
- Other aspects taught thematically.

### Assessment

Progress measured against EHCP outcomes, PIVATs or AET Framework.

# Focus



## Learner characteristics

Reciprocal communication (in chosen form of communication, ie. Spoken word, SSE, AAC)

- High levels of independence
- Socially aware and shows want to engage
- Developing understanding of abstract concepts
- Greater levels of comprehension and retention



## The Thematic/Subject Specific Curriculum

- meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities so that learners link experiences and make connections

### • Planning

- All subjects taught discretely with the theme used as a context for learning.
- EHCP Outcomes woven through all learning opportunities.

### Assessment

Progress measured against EHCP outcomes, PIVATS, or NC levels as appropriate.



# **Our Thematic Curriculum**

**Ensuing breadth of experiences**

# The Thematic Curriculum

## (used within Eys, Engage, Explore and Focus Pathway)

Through the thematic approach the four key areas of 'My Curriculum' are taught together (rather than teaching discrete subjects). The thematic approach provides learners with a breadth of experience and opportunity. It is likely though within the focus pathway,

Creative, engaging and ambitious themes are selected annually, with a different theme delivered each term (or half term as appropriate). Each theme reflects the interests and natural curiosities of the learners. Teaching and learning activities related to each theme are delivered in a flexible way allowing learner ownership whenever possible. Learners are given opportunities to grow in confidence, work collaboratively, demonstrate independence, be creative and take part in supported risk activities.

Class leads work collaboratively to plan the **context** of the curriculum in pathway planning groups by sharing ideas for creative learning experiences and activities linked to the chosen theme.

The **content** of the curriculum is planned using a range of underpinning skills banks and frameworks, relevant to the pathway to ensure breadth of coverage and progression, whilst allowing for high levels of personalisation related to the needs of each learner

This offers learners a holistic and continuous provision that enables learners to make meaningful connections with the world around them through real life experiences.

# EYFS pathway Theme map

	Year 1 (23-24)	Year 2 (24-25)	Year 3 (25-26)
Autumn 1	Around the World	All About Me!	My Body
Autumn 2	Festivals and Celebrations	Seasons	Weather
Spring 1	Fairytales	People Who Help Us	Transport & Travel
Spring 2	In the Garden	It's Magic!	Stomp! Roar! Dinosaurs!
Summer 1	Superheroes	Animals	Food
Summer 2	Under the Sea/Seaside	Pirates Ahoy!	Out of this World!

# Engage pathway Theme map

	<b>Year 1 (23-24)</b>	<b>Year 2 (24-25)</b>	<b>Year 3 (25-26)</b>
<b>Autumn 1</b>	All About Me!	Around the World	Superheroes
<b>Autumn 2</b>	Festivals and Celebrations	Seasons	It's Magic
<b>Spring 1</b>	Myths, Legends and Fairy tales	Circus	Transport & Travel
<b>Spring 2</b>	In the Garden	Natural History	Weather
<b>Summer 1</b>	Food	Space	Animals
<b>Summer 2</b>	Pirates Ahoy!	Under the Sea/Seaside	Natural World



# Explore pathway Theme map

	<b>Year 1 (2023-24)</b>	<b>Year 2 (2024-25)</b>	<b>Year 3 (2025-26)</b>
<b>Autumn 1</b>	<b>Me, myself and I</b> Staying healthy/My feelings and emotions	<b>Myths and Legends</b> Unicorns/dragons/mermaids/fairies	<b>Imagine if...</b> Fairy tales/superheroes
<b>Autumn 2</b>	<b>Festivals and Celebrations</b> Halloween/Diwali/Christmas	<b>At the Movies</b>	<b>Chocolate</b> Material changes
<b>Spring 1</b>	<b>Growth and change</b> Nature/seasons	<b>Our Natural world</b> Climate change/recycling	<b>Natural History</b> Volcanos/earthquakes/dinosaurs
<b>Spring 2</b>	<b>Construction</b> Building materials/Creating and demolishing structures	<b>Earth and Space</b> Planets/stars/light and dark	<b>Stepping back in time</b>
<b>Summer 1</b>	<b>Magic and wonder</b> Witches/wizards/potions and spells	<b>Jobs and Occupations</b> Celebrating diversity/community helpers	<b>The circus</b>
<b>Summer 2</b>	<b>Waterworld</b> Seaside/ocean	<b>Summer festivals</b> Carnival/music festivals	<b>Journeys- Around the world</b> Cultures and traditions

# Focus pathway Theme map

	<b>Year 1 (2023-24)</b>	<b>Year 2 (2024-25)</b>	<b>Year 3 (2025-26)</b>
<b>Autumn 1</b>	<b>Imagine if...</b> Fairy tales/superheroes Witches/wizards/potions and spells	<b>Wonderful me</b> Staying healthy/My feelings and emotions/changes	<b>Weather experts</b> Nature/seasons
<b>Autumn 2</b>	<b>Waterworld</b> Seaside/ocean	<b>Colourful celebrations</b> Diwali/Christmas	<b>Time detectives</b> Famous people from the past
<b>Spring 1</b>	<b>Myths and Legends</b> Unicorns/dragons/mermaids/fairies	<b>Natural History</b> Volcanos/earthquakes/dinosaurs	<b>Environment and sustainability</b> Climate change/recycling
<b>Spring 2</b>	<b>Jobs and Occupations</b> Celebrating diversity/community helpers	<b>Construction</b> Building materials/Creating and demolishing structures	<b>Mini beasts</b> Insects/life cycles and habitats
<b>Summer 1</b>	<b>Transport</b> Vehicles with wheels	<b>Up, up and away!</b> Air travel	<b>The world and my town</b> Cultures and traditions
<b>Summer 2</b>	<b>Summer festivals</b>	<b>Space explorers</b>	<b>Going on Safari</b>



# **Subjects through our Curriculum**

## **Developing core skills**

# Literacy

Literacy at Greenside is built upon communication. The developmental level of most of cohort leads to in-depth focus on communication. Communication and understanding of words is important before other expressive 'literacy' knowledge

To support Literacy knowledge being progressive across the curriculum, the following knowledge banks enable a personalised focus:

- Communication Knowledge Bank
- Reading Knowledge Bank (on server)
- Writing Knowledge Bank (on server)

# Communication Knowledge Bank

<b>ENGAGE:</b> Pre-Intentional/ Anticipatory Reacts, Responds, Anticipate	<b>EXPLORE:</b> Intentional Communication, Words and Ideas.	<b>Focus:</b> Uses language/AAC to plan, question, negotiate, predict justify & reason. Communicates about things beyond the here and now. Communication more spontaneous rather than prompted.
<b>Listening, Attention &amp; Interaction</b>	<b>Listening Attention &amp; Interaction</b>	<b>Listening, Attention &amp; Interaction</b>
Reacts to sound.	Listens to others 1:1 or in small groups.	Actively listens to other person in conversation and in small groups.
Reacts/Responds to familiar voice/sound.	Responds to group instruction where not named individually.	Listens to and responds to ideas expressed by others in conversation.
Reacts/Responds to unfamiliar voice/sound	Looks / turns towards person who is communicating.	Listens to stories with increased attention and recalls them.
Recognises and attends to voice/sound	Looks where another is looking.	Interrupts politely at an appropriate point within conversation.
Looks at faces	Follows another finger point nearby or/and far away.	Takes turns within conversation for appropriate number of turns.
Makes eye contact	Looks between object and person.	Answers questions to maintain conversation.
Watches people and activities	(Comments on item / event and) <b>looks back at adult</b> (/ peer to comment.)	Checks they have another's attention before talking to them.
Responds to adults NVC	Gives/shows object to share attention.	Initiates conversation using appropriate conversation 'opener'.
Demonstrates shared enjoyment during interaction and can anticipate what's next	Makes connection between their actions and behaviour of an adult.	Keeps to topic of conversation.
Indicates they would like to continue/repeat/stop interaction	Demonstrates shared enjoyment during interaction and can anticipate what's next.	Keeps topic of conversation relevant and appropriate.
Imitates familiar actions or sounds when elicited immediately after a model.	Indicates they would like to continue/repeat/stop interaction.	Switches to a different topic within conversation, when relevant.
Spontaneously imitates familiar actions or sounds immediately after a model.	Imitates familiar actions/signs or WORDS when elicited immediately after a model.	Acknowledges others' feelings, thoughts related to topic.
Spontaneously imitates familiar actions or sounds at a later time.	Spontaneously imitates familiar actions/signs or WORDS immediately after a model.	Monitors and adapts communicative style appropriate to the situation/relationship.
Spontaneously Indicates/ <b>Initiates</b> interaction/social game	Spontaneously imitates familiar actions/signs or WORDS at a later time.	Monitors listener's response and changes behaviour accordingly within conversation.
Engages in brief turn-taking in ritualised games	Spontaneously Indicates/Requests/ <b>Initiates</b> interaction/social game.	Negotiates.
<b>Comprehension</b>	Engages in extended interactive exchange or "game".	Ends conversation using conventional strategies.
Responds to own name.	Accepts adult sharing activity and taking a turn/turns.	<b>Comprehension</b>
Understands vocalisations get a response.	Accepts turn taking with peer.	Accepts that others may agree or disagree with opinions.

Understands things are used for different purposes.	<b>Comprehension</b>	Understands and responds to questions about past, present and future events.
Understands simple words.	Identifies familiar objects.	Understands specialised vocabulary in a range of linguistic concepts, e.g. time words, prepositions.
Demonstrates anticipation of what is going to happen next e.g., hears sound of door and turns head or moves body/smiles/vocalises in anticipation of food.	Follows simple instructions e.g., get your coat.	Understands and responds to 'why', 'how', 'when' questions.
Anticipates during turn taking ritual or familiar routine e.g., holding arm up during dressing.	Understands and responds to simple sentences/phrases.	Recognises when they do not understand something.
Looks for hidden objects, aware when it is paused or removed.	Beginning to develop understanding of Subject, verb, object.	Is able to distinguish factual / fictional information (reality / fantasy).
<b>Expression</b>	Understands simple questions "What's this/Where's that?" (Blank Level 1).	Recognises, understands, and enjoys verbal jokes / puns.
Shows likes/shows pleasure.	Answers unanticipated question.	Recalls information that does not relate directly to self.
Shows dislikes/shows displeasure	<b>Expression</b>	Completes complicated instructions e.g. 4+ I.C.W's (Information Carrying Words).
Communicates basic emotions (e.g., smiles for happiness or cries for discomfort etc)	Uses complex vocalisations with intent.	<b>Expression</b>
Uses a range of NVC recognised by main care givers for different reasons e.g., to greet or for food.	Uses single or a combination of "words"	Communicates using more complex sentences including adjectives and conjunctions.
Uses eye pointing with eye gaze to make requests.	Puts two or more "words" together or combine S.V.O	Uses specialised vocabulary in a range of linguistic concepts, e.g. time words, prepositions.
	Uses simple sentences	Communicates about future or past events using correct tense.
	Requests- Including more/help	Uses correct pronouns.
	Protests – Including stop/finished	Communicates about what they are thinking / feeling.
	Names (Comments on the existence of people/objects/events)	Gives opinions about a topic / event.
	Comments on the non-existence of people/objects/events	Gives reasons for opinions.
	Early use of adjectives including <b>EMOTIONS</b>	Asks question to solve problem.
	Gives Information	Answers, questions that require justification, e.g. "Why" questions.
	Directs others	Gives instructions / explanations relating to activities / events in context.
	Asks Who, What, Where, When questions,	Gives instructions / explanations outside the context of an activity (abstract).
	Answers Who, What, Where, When questions	Sequences information correctly when giving information.

	Uses appropriate non-verbal greeting.	Retells an event or explains a piece of information repeating what they have heard.
	Greeted familiar person using name.	Retells an event or explains a piece of information using own words and details.
	Gains attention by using name of communicative partner.	Recalls important / key information when giving account or explanation.
		Predicts.
		Negotiates.
		Delivers a message in question form and recounts the answer.
		Comments on what another has said to extend or maintain conversation / discussion.
		Communicates and repairs communication breakdown, and asks for clarification e.g. to say they do know, they do not understand, have not heard, and to ask a person to repeat something etc.

# Maths

Maths skills are important to develop, depending on pathway, knowledge is developed in a functional way.

We recognise there are many strands of maths, our curriculum focuses on skills and knowledge comparable to EY/KS1

Our focus classes also follow a 'mastering number' curriculum as part of the maths Hub, this research informed system supports our more able learners to learn important number skills for life

The following knowledge bank supports embedding of maths across our thematic curriculum



# Maths Knowledge Bank

ENGAGE:	EXPLORE:	Focus:
<b>Exploration</b>	<b>Number</b>	<b>Number</b>
Builds on their initial reaction to a new stimulus or activity e.g. displays more than an involuntary or startled reaction to the activity.	Rote counts to 10	Count reliably from 1 to 20.
Shows interest or curiosity about a stimulus or activity e.g. notices it or reaches out to it.	Identifies numerals to 10	Develop and apply knowledge of addition by adding 2 numbers (groups of objects) and counting to find total (within 10).
Remains responsive to a stimulus or activity when it is presented in different contexts or environments e.g. a different time of day, a different place or with different people.	Orders number symbols in correct sequence.	Develops knowledge of the commutative law (e.g. $3 + 2 = 5$ , therefore $2 + 3 = 5$ ).
Realisation	Rote counts or sequences numerals beginning in the middle of a sequence.	Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$ , then $5 - 2 = 3$ ).
Displays behaviours that show they want more control of a stimulus or activity e.g. by stopping it or trying to make changes to it.	Demonstrates understanding of one-to-one correspondence.	Apply developing knowledge of numbers and equations to include problems involving doubling, halving and sharing.
Uses newly developed skills or knowledge in new ways and in different contexts or environments.	Indicates 'one' or 'two'.	Read and write numbers in numerals up to 100
<b>Anticipation</b>	Makes up numerically equivalent sets.	Develops knowledge of place value, applying these skills to partition a two-digit number into tens and ones using structured resources to support.
Anticipates that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).	Compares two sets of objects and says which set contains 'more' and which set contains 'less'.	Demonstrates developing knowledge of addition and subtraction with two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$ ; $46 + 20$ ; $16 - 5$ ; $88 - 30$ )
Shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.	Matches numerals to corresponding sets of objects.	Count in groups of twos, fives and tens from 0 and use this to solve problems
<b>Persistence</b>	Responds to the question 'How many?'	Uses developing knowledge of place value and partitioning, to partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Sustains their attention to a stimulus or activity for long enough to actively try to find out more and interact with it.	Responds to instruction to 'add one' or 'take one away'	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ;

		leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ )
Shows a determined effort to interact with a stimulus or activity e.g. by showing intentional changes such as changes in their gaze, posture and hand movement.	Estimates a quantity and check by counting.	Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary Begin to understand multiplication facts for 3, 4 and 8
<b>Initiation</b>	Consolidates knowledge of numerals 1-5, recognising them consistently by name.	Develop knowledge of fractions, applying these skills to recognise, find, name and write fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ ) of a set of objects, write simple fractions e.g. $\frac{1}{2}$ of 6 = 3,10
Investigates a stimulus or activity in order to bring about a desired outcome.	Develops knowledge of number and counting to up to 10 objects, beginning to count beyond 10.	To develop knowledge of rounding to round two-digit numbers to the nearest 10
Acts spontaneously and independently during a familiar activity without waiting for direction.	<b>Shape, Space and Measures</b>	Demonstrate knowledge of place value to compare, order and recognise the place value of a 3-digit numbers and begin to partition (hundreds, tens, ones)
	Begins to use the language of size.	Compare and order numbers up to 1000
	Begins to categorise objects according to properties such as shape or size.	Show an understanding of negative numbers including be able to count backwards through 0
	Notice simple shapes and patterns in pictures.	Find 10 or 100 more or less from a given number
	Sorts a range of objects into sets by colour	Solve problems, including missing number problems, using number facts and place value etc with increasingly large positive numbers
	Knows how to categorise objects by properties of shape and size.	<b>Shape, Space and Measures</b>
		Begin to measure using standard units of measure and begin to record the length, mass and capacity
	Uses positional language.	Name some common 2D and 3D shapes from a group of shapes or from pictures and describe some of their properties including number of edges, vertices and faces
	Can accurately categorise objects according to properties such as shape or size	Describe position, direction and movement including whole, half, quarter and three quarter turns
	Orders two or three items by length, height, weight or capacity	Groups objects into groups 5 and record them in a table of groups of 5 use tally markings 9

	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	Measure and use the appropriate standard units and equipment to estimate and measure mass, capacity and length
	Can describe their relative position such as 'behind' or 'next to'.	Name and describe properties of more advanced 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry
	Group objects into sets of 2	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
	Pupils use everyday language to talk about size and can indicate the 'longer', 'shorter' or 'taller' one.	Read relevant scales to nearest number units
	Begin to measure objects using non-standard units.	interpret and construct simple pictograms, tally charts, block diagrams and simple tables and ask and answer simple questions by counting the number in each category
	Respond to mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and can explore characteristics of everyday objects.	<b>Money</b>
	Groups objects into 5 and record them in a table.	Develops knowledge of value linked to more or less than £1.
	Recognise, describe and create sequences and patterns	Develops and applies knowledge of numbers to identify numerals on 1p, 2p, 5p, 10p and 20p coins or £5, £10 or £20 notes.
	<b>Money</b>	Extends knowledge of exchange and numbers, applying these skills to exchange up to 10 £1 coins for an item of same value.
	Knows how to distinguish coins in comparison to another group of objects (i.e. keys or pegs).	Uses knowledge of numerals and coins to recognise any numeral on any given coin or note (including 50p and £2).
	Uses knowledge of exchange and reciprocity to exchange one item (or representation of money) for another item.	To identifies risks to personal safety when carrying money.
	Develops knowledge of the differences and similarities between coins, applying this knowledge to sort coins into two colours, shapes or sizes (does not need to know name of shape just recognise that they are different or the same)	Uses existing knowledge and skills to help keep a record of savings (in relation to class projects).

	Applies knowledge of exchange to exchange any representation of money for an item.	Applies existing knowledge surrounding money to identify some of the different ways of paying for an item (bank card, coins, phone, bank).
	Applies knowledge of exchange alongside numbers to exchange one or two coins for one or two items.	Develops knowledge of the commutative relationship between pounds and apply these skills to convert simple amounts from pound to pence.
	Uses knowledge of numbers and numerals to recognise numerals 1-10 on a coin (coins can be blown up).	Uses knowledge of place value to work with pounds and pence in relation to hundreds, tens and units.
	Applies knowledge of exchange to exchange up to 5 coins for 5 items.	Applies developing knowledge of money and issues surrounding money to identify some of the reasons why money might need to be spent or saved.
	Begins to develop knowledge that coins carry value and these values are different.	Applies knowledge of coins alongside addition, taught in number, to combine any 2/3 coins to make an amount.
	<b>Time</b>	To apply knowledge of rounding to round amounts of money up or down to the nearest pound.
	Has an understanding that sand flowing through a timer represents a unit of time.	Uses knowledge of addition and subtraction to calculate change from £1 or £10 including the use of 50p.
	Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'	<b>Time</b>
	Anticipates specific time-based events such as mealtimes or home time.	Measures short periods of time in simple ways.
	Applies knowledge of sand flowing through a timer to do things for a period of time.	Develops an awareness of how much time has passed
	Applies language of immediate past and future with increasing consistency.	Shows awareness of time through some familiarity with significant times in their day.
	Uses everyday language related to time.	Knows how long everyday activities should take.
	Orders and sequences of familiar events.	Tells the time to the hour and half past and know significant times of the day
	Measures short periods of time in simple ways.	Applies knowledge of timings of daily tasks to estimate how long something should take
	Develops an awareness of how much time has passed	Can read the clock to the nearest 15 minutes and begin to tell the time to the nearest 5 minute interval
	Shows awareness of time through some familiarity with significant times in their day.	Tell and write time from an analogue and digital clock and be able to use am and pm correctly.
	Knows how long everyday activities should take.	Uses a calendar and simple timetable
	Tells the time to the hour and half past and know significant times of the day	Tell and write the time from an analogue clock, 12-hour and 24-hour clocks

Applies knowledge of timings of daily tasks to estimate how long something should take

Estimates and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

Compares durations of events [for example to calculate the time taken by particular events or tasks].

# Personal Development (PSHE)

Personal Development is embedded through EHCP outcomes and developments are made across the curriculum.

The following knowledge bank supports planning of both embedded developments and standalone lessons (Focus pathway)

ENGAGE:	EXPLORE:	Focus:
Making relationships	Making relationships	Making relationships
Responds to key people / main carer : physical responses	Shares and takes turns with adult support	Understands and demonstrates positive relationships and friendships with peers
Enjoys the company of and interaction with familiar carers	Builds relationships with a wider range of people	Able to respond to and assist others in need
Starts to interact with key people and seek attention	Initiates play and keeps play going by responding positively to peers.	Able to negotiate and accept other people's opinions.
Builds relationships with familiar people and wary of unfamiliar people	Develops awareness of stranger danger	Shows awareness of who can be trusted and how to build, maintain and end relationships.
Starts to show an awareness of and beginning to interact with other children	Plays games with rules and takes part in role play.	Accepts others points of view
Begins to share, take turns and play cooperatively	Gives opinions and able to express likes and dislikes	Identifies how friendships might change and knows what we are responsible for some aspects of relationships.
Managing feelings and behaviour	Shows more sensitivity and awareness of other people's feelings.	Knows what we can if we are worried or concerned about relationships
Enjoys physical and emotional interaction	Identifies who can help them and differences between people.	Knows different strategies to deal with manipulation/persuasion in relationships
Shows a range of emotions and actively avoids some experiences.	Able to have positive group interactions, starting to include unfamiliar people	Identify different levels of intimacy within relationships
Shows strong emotions towards objects/actions	Uses courtesy and manners and begins to understand 'respect'	Knows that we have a right to not be pressured into to doing things we don't want to do.
Begins to soothe self and express basic emotions	Shares and takes turns with adult support	Knows that the portrayal of sex in the media and social media is an unrealistic representation of sexual behaviour and can affect people's expectations. (from KS3)
Begins to be aware of others feelings	Builds relationships with a wider range of people	Knows how we might end a friendship positively
Responds appropriately to familiar activities/boundaries	Initiates play and keeps play going by responding positively to peers.	Knows and can explain what is meant by compromise and demonstrates some ways to compromise

Self confidence and Self awareness	Develops awareness of stranger danger	Identifies sources of support for us or someone we know who is experiencing abusive behaviour.
Is able to make basic needs/feelings known using face, body, voice	Plays games with rules and takes part in role play.	Explain what consent is and that it must be given freely and not under pressure (from KS3)
Shows pleasure at physical interaction e.g. giggling	Gives opinions and able to express likes and dislikes	Know and describe how alcohol and drugs may influence choices we or others make in relationships. (from KS3)
Beginning to adapt and anticipate simple familiar routines.		Managing feelings and behaviour
Engages another person to achieve an end goal		Recognise emotions in others and causes of emotions in selves and others.
Is more aware of children around them	Managing feelings and behaviour	More able to self-regulate and respond to emotional changes in others appropriately.
Becomes more confident to try new activities	Begin to express emotions and with support use copying/regulation strategies.	Behave in a socially acceptable way in the community and modify behaviour.
	Starts to understand boundaries and routines	Independent in managing feelings using a variety of strategies
	Beginning to understand the needs of others	Able to respond appropriately and proportionally to various triggers or problems.
	Uses language to request breaks/regulatory activities.	Accepting of others' opinions
	Shows care and concern for others and starting to respond appropriately to others	Beginning to understand peer pressure and stereotypes
	Shows understanding that their actions affect other people	Articulates their rights and know how they should treat others
	Relate to others and show awareness that people deal with feelings differently.	Knows where to seek advice and help regarding intimate relationships (KS4&5)
	Aware that some behaviour is unacceptable and adjust accordingly.	Is able to give examples of strong emotions
	Know the differences between public and private	Knows how what is said can impact how others feel and how we feel.
	Starting to be aware of a wider range of emotions and rights from wrongs.	Can Identify over the counter medicines and knows how to take care of themselves.
	Share strategies that help to regulate their behaviour with others and describe how behaviour affects others.	Is able to give examples of strong emotions
		Knows how what is said can impact how others feel and how we feel.
	Self confidence and Self awareness	Can Identify over the counter medicines and knows how to take care of themselves.
		Is able to give examples of strong emotions



Shows more confidence with the support of a familiar adult.	Self confidence and Self awareness
Asks for help when frustrated	Identify own strengths and weaknesses
Confidence is developing and has a strong sense of self.	Discuss own needs or opinions with others
Enjoys praise and simple responsibility	Can interact positively in the community with a range of people
Can talk positively about themselves	Maintain own opinions in discussions
Improved confidence in a variety of activities.	Knows how to recognise and appreciate strengths in other people
Able to try new activities and express preferences.	Knows and can demonstrate simple hygiene routines that can prevent the spread of germs.
Talks about ideas and can express when help is needed	Knows some examples of different forms of prejudice and discrimination.
Accepts that wants and desires will not always be met Can self-monitor and regulate own emotions	Explain how we feel about ourselves can be affected by what is happening in our lives.
Shows more confidence with the support of a familiar adult.	Explain how people use social media and how not all the information is true.
	Identify what items we may use to support personal hygiene.
	Describe how we might feel when someone encroaches on our personal space.
	Explain that some actions are crimes and how to respond including reporting to the police.
	Know sources of immediate help in an emergency

# Physical Development (PE)

Physical development is seen through many of the aspects of physical support we offer. In many cases this is through our physio programmes or access to our warm water pool for swimming lessons.

Our Engage pathway follow a 'move curriculum' that uses assessment and planning to support ongoing physical development

The following knowledge bank supports our curriculum decisions

# Physical Development Knowledge Bank

ENGAGE:	EXPLORE:	Focus:
		<b>Building on skills in EXPLORE pathway, FOCUS pathway learners may also learn to:</b>
Is able to close their hand firmly around an object placed in the palm.	Takes the first few steps independently.	Moves in a range of ways and in a range of directions with confidence and control.
Demonstrates awareness of passive touch by body language/facial expression.	Stands on one foot (holding on for balance)	Begins to perform some basic rolls – pencil, teddy bear & forward roll.
Makes movements with arms and legs which gradually become more controlled.	Walk upstairs holding a hand	Moves a ball from one point to another under control with success
Reaches out for, touches and begins to hold objects.	Comes downstairs backwards on knees (crawling).	Accurately copies jumping 'shapes' including, star, tuck, pike & straddle.
Sits unsupported on the floor.	Walks safely holding an object	Kicks a stationary ball with varied accuracy and power
Crawls, bottom shuffles or rolls continuously to move around	Picks up objects from the floor without falling over	Pedals a bicycle with some control
Stands independently	Runs safely on the whole foot (with control).	Takes body weight on hands and head (attempt a headstand/handstand)
Takes the first few steps independently.	Responds to both verbal directions to show understanding of the language used in movement and physical activities.	Identifies that effects such as heart racing, breathing quickly, feeling hot are a normal part of being active
Stands on one foot (holding on for balance)	Climbs confidently and begins to pull themselves up on low level play climbing equipment.	Combines travelling, leaping and turning actions with some control
Walks upstairs holding a hand	Kicks a stationary ball from a stationary position.	Throws and catches a range of balls with some success.
Comes downstairs backwards on knees (crawling).	Balances in high kneeling to play for up to 2-5 minutes	Consistently performs jumping 'shapes' including, star, tuck, pike & straddle with confidence
Walks safely holding an object	Demonstrates static and dynamic balances at different levels, reflecting different body shapes e.g. wide, narrow, twisted, curled	Safely & accurately performs a forward roll
Picks up objects from the floor without falling over	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, and sliding.	Sustains vigorous activity for 5 minutes or more
	Catches a large ball (with or without a bounce) with some success	Pivots and changes direction in a continuous manner (run, skip, gallop)
	Grips a bat or racket for 1 minute or more	Moves individual body parts with control & fluency
	Throws a small object (e.g. ball or beanbag) to a wall, target or partner with some accuracy (3m to 5m distance)	Performs and link a short sequence of actions with some control and coordination.
	Jumps and hops	Begins to dribble a ball with some control and coordination.
	Walk up stairs alternating feet (with handrail)	Participates effectively in a small sided game – 1v1 or 2v2
	Walks downstairs (with handrail) 2 feet on the same step	Identifies how to maintain possession (turn, pass, movement)

	Can walk on tiptoes	Demonstrates running, turning, spinning and circling in different directions with control and fluency.
	Pedals a tricycle- propelling themselves forwards.	Kicks a football with reasonable accuracy over a short distance with power and consistency.
	Jumps off an object and lands safely.	Jump performing half and full twists with control
	Runs around obstacles maintaining balance	Perform and link a short sequence of actions with some control and coordination.
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Ride a bike with confidence (2 wheeled)
	Grips a bat/racket in the correct way (relevant to the activity) and swing it effectively	Hop on one foot (sustained) with good push off and balance
	Walks along a line	Using a skipping rope correctly
	Climbs a ladder	Perform a sequence of basic moves demonstrating fluency and control
	Walks down stairs with alternating feet (hand rail)	
	Can scoot/balance on a scooter whilst moving	
	Handles a range of balls with control & confidence.	
	Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles	
	Supports body weight on different body parts to perform static balances using different bases and different shapes with control e.g. Tuck sit, v sit, plank, front support, rear support or with a partner	
	Moves individual body parts with coordination and control in line with expectations of a task (i.e move arms/hands towards a ball move leg/foot to kick) occasionally achieving the intended outcome	
	Independently swings a bat/racket hitting from a tee with some success (limited power and accuracy)	
	Copies, repeats and explores simple skills and actions with basic control and coordination.	

# Creative Arts

Creative activities are often an engaging way for our learners to learn. We are proud of our creative approaches and often see progress through EHCP outcomes through a creative approach

The following Knowledge bank supports progress through Art and Music, which is often seen as standalone lessons within our curriculum offer.

ENGAGE:	EXPLORE:	Focus:
<b>Music</b>	<b>Music</b>	<b>Music</b>
Shows attention to sounds and music.	Explores their voices and enjoy making sounds.	Play percussion instruments with control and rhythmical accuracy
Respond emotionally and physically to music when it changes.	Joins in with songs and rhymes, making some sounds.	Respond to visual directions e.g. stop, start loud, quiet and counting in.
Moves and dances to music.	Makes rhythmical and repetitive sounds.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song
Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Explore a range of sound makers and instruments and plays them in different ways.	Perform your own rhythm patterns.
Explores their voices and enjoy making sounds.	Uses movement to express feelings.	Listen to music from a variety of cultures, traditions and eras.
Join in with songs and rhymes, making some sounds.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Develop knowledge of different genres of music and begin to recognise the differences.
Make rhythmical and repetitive sounds.	Express and communicate their ideas, thoughts and feelings based on a performance.	<b>Painting</b>
Explore a range of sound makers and instruments and play them in different ways.	When performing in music, follow musical representation for loud, soft, louder, quieter, faster, slower etc.	Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas
<b>Exploring and using media materials</b>	Engages in imaginative role-play based on own first-hand experiences.	Show purpose and control when mark making with different types of paint, such as acrylic and watercolour
Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	<b>Painting</b>	Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing.
Start to make marks intentionally.	Use a range of tools while painting, such as hands, brushes, rollers and stamps.	Mix colours to create tints, tones and shades
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Show control when mark making.	<b>Drawing</b>
Explore the textures, movement, feel and look of different media and materials	Be able to make tints using white paint and tones using black paint.	Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending.
Explores different materials appropriately and purposefully, e.g. smearing paint or shaking a musical instrument	Mix colours well to create different shades and tones	Explore tone by using a pencil to draw light and dark lines

Name the primary colours.	Use different grades of pencil to explore tone.
Predict which secondary colour will be made when mixing two primary colours.	<b>Sculpture</b>
	Use malleable materials to create objects for a purpose, such as a vase
<b>Drawing</b>	Create sculptures from observation and imagination
Explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal and ICT software	Show awareness of safety when using tools.
Display good control while mark making.	Use impressions or paint to add decoration to sculptures
<b>Sculpture</b>	Carve details into sculptures using tools
Create art using malleable materials, such as clay, modroc and modelling clay.	Use malleable and rigid materials to create sculptures
Create sculptures from observation.	Finish sculptures in different ways, such as glazing, polishing and painting.
Show awareness of safety when using tools.	<b>Textiles and printmaking</b>
Use impressions or paint to add decoration to sculptures	Print using natural and humanly-constructed objects.
Carve details into sculptures using tools	Use block printing to create repeated patterns.
<b>Textiles and Printmaking</b>	Effectively apply different printmaking methods, such as lino printing, relief printing, monoprinting and collagraph printing.
Explore a variety of textures and describe how they look and feel..	Use printmaking techniques to print onto fabric
Identify and describe natural and humanly-constructed patterns	<b>Using technology</b>
Explore line and tone to show shape, pattern and texture when using different media.	Create mixed-media art using photographs they have taken.
Show an understanding of how colours relate to mood in art.	Edit photographs using computing software to achieve a final look
Create repeated patterns when printmaking.	Use simple paint software to create a picture
Explore texture, pattern and line through relief printing.	<b>Commenting on artwork</b>
<b>Using technology</b>	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work.
Take a simple photograph using technology.	Express thoughts and feelings about

		famous works of art.
	Take a portrait photograph using technology..	Describe the emotions a piece of art brings about.
	Use simple paint software to create a picture	Identify the changes that could be made to improve own artwork.
	Zoom into photographs to focus on particular details.	
	<b>Commenting on artwork</b>	
	Be familiar with the work of famous artists, inventors, crafts people	
	Explain likes and dislikes of own art work by commenting on the techniques used.	
	Express thoughts and feelings about famous works of art.	



# Further Knowledge banks

To be found on internal server

- Food Knowledge (Cooking)



# **Timetables**

## **Consistent coverage**

# What is a lesson?

Lessons on our class timetables, give a context to the time in the day=. Many of learners like to know what is happening. Lessons on timetables may be different to what is shared with learners. We encourage learners to recognise and remember prior learning, sometimes 'confusing' lesson titles can impact this purpose.

Lessons are only seen as subjects within our focus pathway, within our engage and explore pathways, subjects are often embedded within lessons that have a thematic focus.

## ENGAGE Pathway timetables

ENGAGE pathway timetables reflect the informal curriculum that those learners require- continuous, holistic provision across lessons. The 4 'Mys' of the Greenside curriculum are woven through all learning opportunities. Communication and Cognition happen all of the time, across all lessons. Communication happens through intensive interaction in real time, in real contexts, in real situations, with real people, and they need to be this way if they are to make sense to the learner. Although specific times are allocated to lessons, lunchtimes, personal Care, these are flexible to reflect the 'learner lead' nature of the timetable.

Engage	
<b>My Communication</b>	<b>Lessons on timetable</b> Sensory literacy- Sensory stories Computing- switch work and eye gaze. Social inclusion sessions
<b>My Thinking</b>	Physio programmes Personal care Occupational Therapy
<b>My Wellbeing</b>	Music Massage Swimming Rebound therapy Sensory cookery
<b>My Body</b>	Sensory exploration Hydro therapy Art Community awareness Sensology Sensory stories Sherborne Movement Horse care

## EXPLORE Pathway timetables

EXPLORE pathway timetables follow a semi formal curriculum with Maths and Literacy planned and taught discretely (whole class, small groups or 1-1) Other lessons are taught thematically if appropriate.

Explore		
	Lessons on timetables	Strategies and approaches used in lessons
<b>My Communication</b>	<b>Literacy</b> Reading, writing, phonics	Attention autism Sensory stories Tac pac
<b>My Thinking</b>	<b>Maths</b> Number, ssm, time, money. Computing Science	Sensory exploration
<b>My Wellbeing</b>	Cookery Shopping Play Skills Art Music Creative workshops Community learning and travel training Sensory Assemblies PSHE	Creative workshops. Bamboozle Relaxation Massage
<b>My Body</b>	Physical Development Yoga Swimming Daily exercise routines	Walk to park Social stories Sherborne movement Trampolining Sensory circuits

## FOCUS Pathway timetables

FOCUS pathway timetables follow a semi formal curriculum with more subjects taught discretely. The theme is used as a context for learning.

Focus	
<b>My Communication</b>	Literacy- reading, early writing/writing Drama
<b>My Thinking</b>	Maths, Computing, Science
<b>My Wellbeing</b>	PSHE (SRE) Food Tech R.E. Community learning Art Music Assemblies
<b>My Body</b>	Physical Development (PE) -Team games -Yoga -Dance -Swimming -Local competitions -Exercise in the community.

## Timetable guidance:

- relevant curriculum “lessons” taken from the pathway timetables table.
- breadth of curriculum- with the “4 mys” represented roughly evenly across your timetables (with learner’s needs in mind)
- “buddy class” collaborative sessions planned for if appropriate e.g. sharing space
- Think about how you can plan as a buddy class team, then use the same resources at different times in the week e.g. sensory stories.
- think about contingency plans for staff absence. Can some of your learners join the buddy class? Can you join together in an alternative space? Can you split the group to do a more focused session and a more relaxed session?



# **Approaches**

## **What works**



# My Communication- Strategies and Approaches

*To communicate effectively and build relationships. To listen to others. For my voice to be heard.*

## **Early Reading and writing.**

Autistic learners with SLD can find it difficult to learn to read in a traditional way. Reading comprehension is an abstract skill that relies on the reader's sensitivity to story structure ability to make inferences and use prior knowledge of the subject to makes sense of the text. Research (Lacey, et al 2019) suggests that few students with SLD are likely to learn to read and write conventionally (i.e., read for pleasure, work and study) Their reading comprehension can often be confined to single familiar and often used words and symbols that are familiar and motivating to them. These are usually learned through whole word recognition. Joanna Grace observes that 'it is important to realise that the absence of specific literacy skills does not necessarily mean that young people are denied access to the experiences that such skills customarily bring – in particular, the experience of literature. Indeed, sensory stories can support literary experiences for all' (Joanna Grace, 2019).

At Greenside our aim is to teach the reading skills that are functional and purposeful for our learners. Our aim is to support all learners to fulfil their potential to become an effective communicator, literate in whatever form is meaningful for them.

Early reading and writing skills are taught using a multisensory approach. This includes sensory stories, sensory mark making, sensory writing activities and sensory reading activities which incorporate a range of sensory materials. Learners have access to a wide variety of books and other reading materials daily and throughout the curriculum.

For those that it is relevant for, we are adopting a high quality systematic phonics programme called 'Little Wandle', to support learners to develop their understanding of letters and sounds.

(For more information regarding reading and literacy, please refer to the 'Reading and Sensory/Visual Literacy at Greenside' document (2019)

- **Augmentative and Alternative Communication (AAC)**

Greenside is a 'total communication' school where Sign supported English, objects of reference and symbols are used to support learning across the school day. Our Communication Specialist supports and advises teachers on the best approaches to supporting both individual and groups of learners to communicate effectively.

- **Attention Autism**

Attention Autism is a **4-stage programme that 'offers the child an irresistible invitation to learn'** (Gina Davies, founder). The programme focuses on teaching and developing shared attention, communication and social interaction skills, through fun and engaging activities.

- **Intensive interaction**

Aims to develop pre-speech, fundamental communication skills for children at early stages of development. Techniques such as turn taking, mirroring, rhythm and repetition, and sharing personal space can be used to support communication exchange that is initiated and led by the person, and in turn promotes a positive interaction. This approach is used across the school and across the school day to build relationships and promote mutually reciprocal communication.

- **Tac pac**

TACPAC is a sensory communication resource using touch and music. TACPAC combines the sense of touch and music through social interaction. It is delivered via an interaction between 2 people – a giver and a receiver. The session is structured and has a clear format to follow.

# My Thinking- Strategies and Approaches

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

## **Maths**

We aim to develop understanding of mathematical basics including number & place value - knowing number names, number order, the value of 'one' and 'many', ordinal numbers and applying understanding of number in real-life situations such as when shopping in the community. These mathematical skills are taught during discrete mathematics lessons as well as developing functional maths skills throughout the school day, for example, counting how many pieces of fruit at snack time. Learners have the opportunity to practice the skills they learn and generalise them in other settings such as shopping in the community.

## **Computing**

Computing at Greenside school is taught during discrete lessons if appropriate. Throughout the curriculum, learners have access to computing devices including ipads and tablets, personal computers with touch screens, interactive whiteboards and switch operated interactive toys. This can be a highly motivating learning opportunity for many of our autistic learners to learn computing skills. These include learning cause and effect - that their actions cause different effects on objects, how to make choices based on their preferences, the ability to wait patiently for the correct time to get what they want, how to ask for help, and how to use technology to find information and access their favourite things.

## **Science**

Science is taught through a topic based approach, which offers a context for learning. The scientific aspect of the curriculum is carefully matched to the topic so that the skills taught are relevant to the topic as a whole. For example during a topic 'keep fit and healthy' learners would be studying Biology (body parts) and a topic on 'Earth and space' would be studying physics (objects that spin)

Science is taught using a learner lead, multisensory approach through carefully planned and thought out creative sensory exploration activities.

## ***PSHE***

The PDHE curriculum at Greenside school is tightly woven through every aspect of our curriculum and school day.

For the learners following the 'Explore' Autism pathway this is ensuring that the classroom environment is clearly structured and clutter free with appropriate lighting and seating. Also ensuring the school day follows a familiar routine, and this is communicated to the learners with any changes carefully planned and prepared for. We teach our learners to develop an understanding of their emotions and how to self-regulate through the use of 'zones of regulation' and offering calming activities and sensory toys. And also how to ask for help appropriately, especially when seeking mutual regulation. We give learners the opportunity to develop the ability to be in proximity with others, how to share space and resources, with the option to opt out and take a break if needed. During our structured play times our learners can develop and practice social communication skills and making friends.

## **Independence**

At Greenside our aim is to teach the relevant independence skills so that our learners can be as independent as possible throughout their day. This includes teaching self-help skills such as routines for using the toilet and dressing, skills for eating independently and clearing up afterwards.

Autistic Learners with SLD can find it difficult to start and stop activities and transition between activities in the classroom and wider school environment. Visual supports are used to teach independent transitions, such as a personalised schedule, now/next board or relevant functional object of reference e.g. a lunch box to transition to the dinner hall.

We also aim to teach our learners independence in learning, and an approach used for our learners on the 'Explore' Autism pathway is ensuring that resources have a clear structure and tasks are purposeful and have a clear finish. We use TEACCH tasks as an example of this.

## **"SenSembly"**

We deliver SMSC, RE, British Values and Citizenship through class learning and weekly 'SenSembles'

SenSembly is a weekly gathering of learners for the purposes of group celebration, (e.g. a special time of the year, religious celebration). The aim is to have special focused time together, to value and celebrate contributions made by learners and to deepen the impact of something we're exploring (e.g the curriculum theme). During Sensembly the environment is adapted to make it 'low arousal' (dimmed lights, quieter music). Adapted seating is used and there is no expectation of learners to sit in an orderly manner or for extended periods. The same routine of songs, poems and achievements to make it predictable- clear start and finish. There is a sensory focus to songs to make it meaningful and interesting.

## **Sense breaks**

Sense breaks are often used at the beginning or end of an activity in order to support our learner's to regulate and remain ready to learn. The lights are dimmed and quiet music is played. The expectation is that all adults and learners are quiet for this time. Sense breaks can be a short 2 minute break or a longer 15 minute time at the end of the day to support emotional regulation and can be used at any time. Adults can use these opportunities to help the learners to regulate by offering a hand massage or a squeeze.

## **Cookery**

The cookery curriculum at Greenside school focuses on developing skills for life. These include the motor skills required to mix, chop, roll and spread etc, and also the ability to read and follow recipes and sequence the required steps to prepare a meal. For learners who have restricted diets, it also gives them the opportunity to taste new foods in a safe environment and the sensory experience of new and unfamiliar textures and smells.

## **Creative Arts**

Please see Greenside creative arts policy for more information.

The term 'Creative Arts' includes music, dance, drama, creative writing/expression, mixed media, painting, sculpture, photography, animation, graphic and craft Arts. The creative work at the school is enhanced through engaging specialists who are able to transform learner achievement in their given area. These creative practitioners are professional dancers, actors, artists, musicians and poets. They work in partnership with school staff leading sessions and providing coaching and formal and informal training.

## **Low arousal approach**

Many learners that follow the Explore autism pathway can present with behaviours that may cause harm to themselves or others. As a school we follow a 'low arousal' approach to supporting learners which includes mutual regulation and de-escalation strategies. The behaviour team work with the class teams supporting learners who are identified as requiring additional support with managing stress and emotional regulation.

# My Body- Strategies and Approaches

To be aware of my body and to be healthy.

## **Sensory integration**

Sensory Integration activities are built in to the curriculum across the school day at Greenside school in order to help our learners to regulate their emotions and arousal levels. Learners with sensory processing difficulties respond to their environment in various ways. Some learners are hypersensitive to sensory input, while others are sensory seekers. This means that learners need regular movement breaks and opportunities for sensory activities in order to focus on learning tasks throughout the curriculum.

## **Sherborne Movement**

Sherborne Developmental Movement was developed by Veronica Sherborne. It focuses on relationship building and body awareness through a variety of interactive relational movement routines.

## **Morning exercise**

Learners start the day with an outdoor morning exercise routine, which allows them the opportunity to boost their energy and improve ability to focus on the learning in the classroom. Regular movement breaks are also woven into the school day where appropriate to allow learners to self-regulate and re focus.

## Cross curricular strategies and approaches

### **TEACCH approach to structured teaching**

The TEACCH approach to structured teaching considers the physical environment and how it can be structured to give clarity and share expectations for our learners. It focuses on reducing unnecessary visual clutter and the use of visual supports to promote understanding of expectations, sequencing of the school day and independence.

### **SCERTS**

- SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships.



# Planning

**Tools for leads and expectations for planning**



# Greenside lesson planning

Expectations:

- Simple lesson plan for each subject on your timetable.
- Lesson intentions identified either on the document or highlighted on skills bank

New format and example can be found on the network:

teachers>library>curriculum>PLANNING>planning documents



# **Quality Assurance**

**Knowing we are doing the right things**

# *‘Every moment, is a learning moment’*

## **Context**

Greenside School educates learners who present with complex needs. It is a diverse school, where each classroom is different, and learning is unique to each moment of the day. Greenside’s learning mantra is:

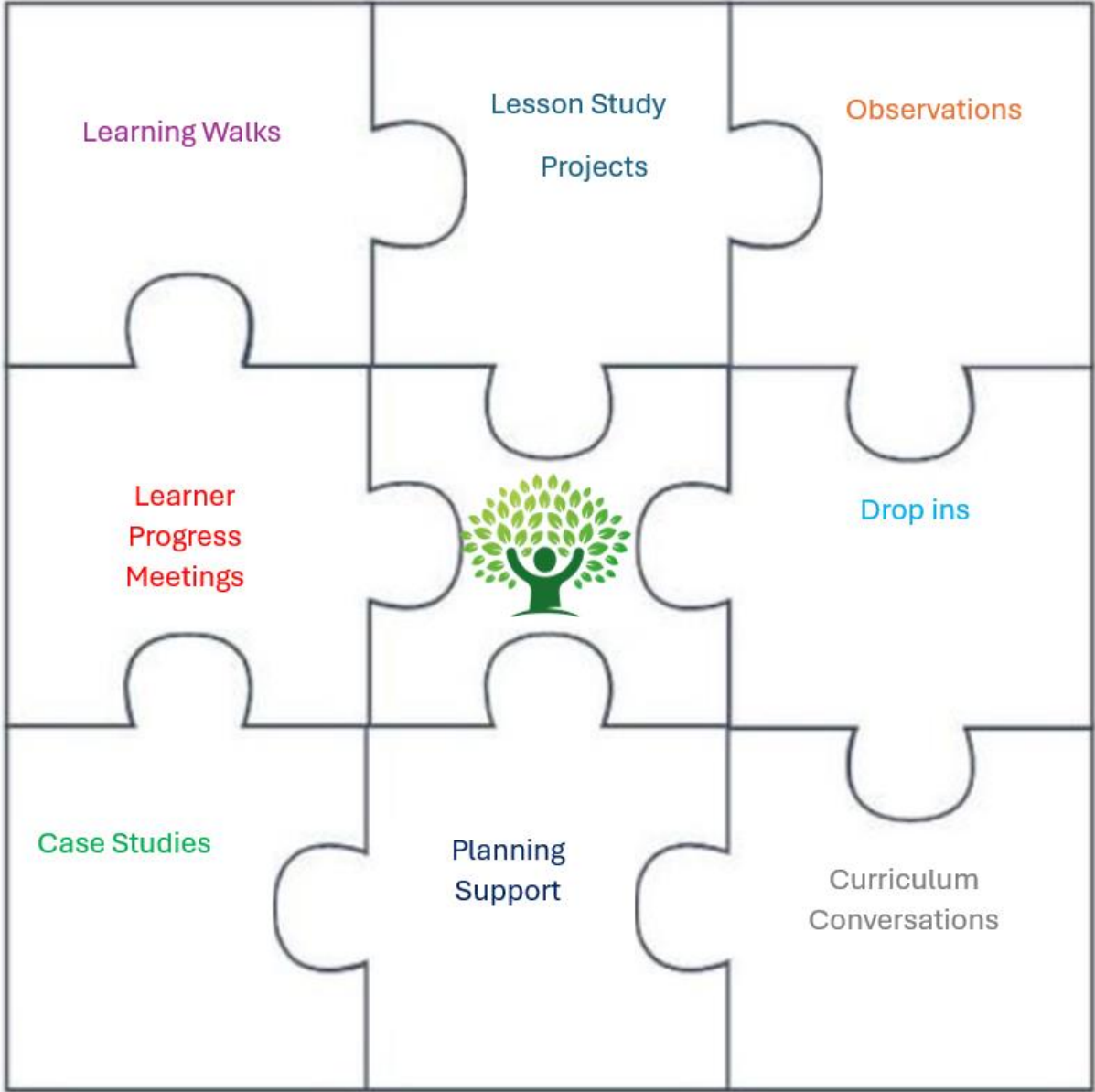
*‘Every moment, is a learning moment’*

Time in school is precious to each learner, the following processes are present to ensure each learner has quality opportunities to learn throughout the whole school day. We understand though that learning can look differently and there is an importance placed on self-regulation, physio and communication needs embedded throughout.

## **Methodology**

Greenside believes that knowledge is socially constructed and desires methods that allows improvement in skills and knowledge of all classroom staff. Methods of ‘monitoring’ are chosen to respect that teachers respond to different types of activities and conversations. A mosaic of methods is used to truly understand the impact of T&L.

Our ‘jigsaw’ builds a picture of understanding for both SLT and governors, but also teaching staff to support their own professional development:



**Greenside School - QA Timetable**

Time of year	Activity	Who for	Why
Mid-September	Planning Coaching	Class leads/PPA cover	Planning is submitted <u>online</u> , leaders offer advice and support to ensure quality intentions
Late September	Formal Observations	Class Leads/TAs	An opportunity for close support focusing on T&L in the classroom. Each teacher has 3 objectives to support their classroom practice
October	Learner Progress Meetings	Class Leads	A meeting with each lead focusing on the progress made of learners, explaining any barriers to learning
November	Peer Learning Walks	Class Leads	Class leads paired up to visit other classes and offer support and ideas to other professionals
December	Drop ins	Class Leads/PPA cover	Drop in completed by SLT and other leads. Feedback given as necessary
Mid-January	Planning Coaching	Class leads/PPA cover	Planning is submitted <u>online</u> , leaders offer advice and support to ensure quality intentions
Late January/February	Lesson Study Project	Class leads/PPA cover	Leads are placed in groups of 3/4, focusing on planning, practice and reflection.
March	Curriculum Conversations	Class leads	Conversations occurring in CPD time focusing on the impact of curriculum on progress of learners. Feedback to inform curriculum development
April	Learner Progress Meetings	Class Leads	A meeting with each lead focusing on the progress made of learners, explaining any barriers to learning
Early May	Planning Coaching	Class leads/PPA cover	Planning is submitted <u>online</u> , leaders offer advice and support to ensure quality intentions
June	Formal Observations	Class Leads/TAs	An opportunity for close support focusing on T&L in the classroom. Each teacher has 3 objectives to support their classroom practice
July	Case studies	Class Leads	Capturing the unique learning that has occurred during the year.