



Bright Futures School

Engagement Curriculum 2021 - 2025

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

At Bright Futures School, as part of the Engagement Curriculum (Key Stages 1 – 4) we offer our students a range of sensory and thematic approaches to learning including Communication, Independence, Structured and Sensory Free Play, Physical Wellbeing, Outdoor Learning, The World Around Me, Creativity and Aesthetics (*including Drama, Art and Music*).

At Bright Futures School, we have adapted the EQUALS semi-formal curriculum to suit the needs of our learners with Autism and/or severe learning difficulties. The curriculum is developmental in nature and open to personalisation. At Bright Futures School, we recognise that some students may remain learning within the sensory curriculum for a significant amount of time and therefore it is not directly related to either age or key stage although there are clear, personalised progression routes. Their learning is developed through Curiosity, Interaction and Engagement and includes specific links to British Values and SMSC at a level appropriate to their area of development.

Careful planning and schemes of work ensure that there is a breadth and balance of subjects being taught across the year, including independence/ life skills and the curriculum covers relationships, sex education, basic first aid and health education including health and mental well-being. Our curriculum is further enriched through specialist provision such as art tutors and sports coaches. We follow the Read Write Inc. programme and may add to this if any of our students require additional or alternative phonics support. Bright Futures School is a specialist provision for communication and interaction and our staff are highly skilled in utilising a range of communication methods to support pupils to access the curriculum, examples include Makaton, symbols, objects of reference (OOR), sensory cues and alternative augmentative communication aids such as Speak for Yourself Application on an iPad or equivalent. We adopt a total communication approach.

Subject Areas	TERM 1	TERM 2	TERM 3
	CURIOSITY	INTERACTION	ENGAGEMENT
Communication			
<p>My COMMUNICATION</p> <p>Students will learn about:</p>	<p>Explore different ways to communicate Demonstrating a curiosity Read Write Inc. program, recognising signs and symbols in school and the local community, intensive interaction, colourful semantics, motivate students to communicate through a plethora of experiences such as requesting favourite items, food, activities.</p>	<p>Communicating information Interacting with others Read Write Inc. program, emergent writing, using symbols, likes/dislikes/ Intensive interaction, personal reading, functions of text, provide a plethora of means to communicate such as Makaton, AAC, verbal language, symbols.</p>	<p>Actively sharing and applying information Interacting in activities Read Write Inc. program, using iPads/symbols/ speech, communication aids, emergent writing including mark making in sensory resources, read and write for an audience, make sure the student always has a communicative partner available, interactive singing/ signing, total communication approach during Enrichment Day activities, work experience.</p>
<p>My Outdoor School (encourage students to lead learning with greater independence by providing a range of activities/ games for them to choose from)</p>	<p>Explore the outdoor school/environment using all senses. Experience seasonal and weather changes. Gain confidence in touching, smelling, listening and looking. To know what can be tasted safely. Support the students to make free choices from activities that they enjoy such as</p> <ul style="list-style-type: none"> ▪ Map-making ▪ Matching games ▪ Scavenger hunts ▪ Orienteering ▪ Sports games <p>To move safely around the outdoor school environment. To find my way from one place to another.</p>	<p>Sustain attention in a range of outdoor activities Students will lead learning with greater independence by choosing activities such as mud kitchen, sensory music board, parachute, climbing wall, games Trust games – all lean back and no one falls over. Tracking games – following ropes, ribbons, trail of flour, finding glow sticks, trail of shells or seaweed. Setting trails for others to track, using natural materials to create arrows and markers. Take students outdoors for usual lessons – planning is the key.</p>	<p>Transfer skills in a range of activities using the natural resources around school. Read stories around a campfire (see SOW and risk assessment), enact stories outside some examples include</p> <ul style="list-style-type: none"> • We're Going on a Bear Hunt • Room on the Broom • The Gruffalo • Stickman • Sharing a Shell • Harry Potter • Macbeth <p>To understand and look after the environment. To make homes for creatures that live in the outdoor school. To protect plants and maintain the outdoor environment.</p>

<p>My PHYSICAL WELL-BEING Students will learn about:</p>	<p>Exploring activities</p> <ul style="list-style-type: none"> Physical Activities Mental Health and Well-Being including bullying and peer on peer abuse. Heathy Eating and Health Lifestyle, PE/ Games/ Sports & Aquatics Internet safety and harm including cyber-bullying <p>Basic First Aid course, explore own interests by engaging in Enrichment Day each week, make choices about likes/ dislikes/ interests. Self-awareness, self-care, support and safety</p>	<p>Sustaining attention in activities</p> <ul style="list-style-type: none"> Physical Activities Mental Health and Well-Being including bullying and peer on peer abuse. Heathy Eating and Health Lifestyle, PE/ Games/ Sports & Aquatics Internet safety and harm including cyber-bullying <p>Recognising the value of self, engage in whole school or group activities and display work/ photos (exhibition – writing competitions) Interact with others during PE sessions.</p>	<p>Transferring attention in activities</p> <ul style="list-style-type: none"> Physical Activities Mental Health and Well-Being including bullying and peer on peer abuse. Heathy Eating and Health Lifestyle PE/ Games/ Sports & Aquatics Internet safety and harm including cyber-bullying <p>Engage in Enrichment activities, share likes with other students by engaging in group activities such as café/ shop, PE, swimming set up in-house, transfer these skills to real life situations, make choices, communicate needs.</p>
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Play and Leisure

<p>MY PLAY AND LEISURE Students will learn about:</p>	<p>Exploring physical objects and environments</p> <p>Social dimensions of free play</p> <ol style="list-style-type: none"> Solitary Parallel Shared Turn-taking Co-operative <p>Levels of play</p> <ol style="list-style-type: none"> Sensorimotor Relational Functional Symbolic Socio-dramatic <p>Outdoor learning and exploration through sand/ water/ resources, one to one games, outdoor learning.</p> <p>Functions of play and leisure</p> <ul style="list-style-type: none"> experience interaction with others learn about social interaction practice and develop social communication 	<p>Sustaining attention in play</p> <p>Emergent writing in sand, water play, attend with group, board games, card games, matching games, any game where the outcome does not rely on others. Parallel and/ or shared play, practise turn-taking, sensory centre, parks, playgrounds.</p> <p>Functions of play and leisure</p> <ul style="list-style-type: none"> encourage in the making of friendships learn new skills in a safe environment explore own body and senses develop kinaesthetic senses explore the surrounding world 	<p>Transferring leisure/ play skills</p> <p>Role play areas linked to theme, enrichment activities such as photography, art, sensory play, ICT, café role-play, interests of the student may help them to request activities such as cycling, climbing, sports etc. Give plenty of time to the students to interact and lead the engagement e.g., picking up a bat and using it independently.</p> <p>Functions of play and leisure</p> <ul style="list-style-type: none"> develop a safe understanding of emotions of both self and others develop fine and gross motor skills develop flexibility of thought develop Theory of Mind develop Central Coherence
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<p>My MUSIC Students will learn about:</p>	<p>Exploring music activities Through a range of musical elements such as tempo or rhythm teaching music to raise awareness; becoming familiar with; focus attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance. These encounters are how we first make contact with the aesthetic.</p>	<p>Sustaining attention in music activities by exploration of elements Through a range of musical elements such as listening and composing teaching music to raise recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.</p>	<p>Transferring skills in music activities Students will be practising and refining using musical and non-musical instruments; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focused presentation and/or performance.</p>
<p>My DANCE Students will learn about:</p>	<p>Exploring mindfulness and well-being through movement Enhanced awareness of the movement objective linked to one of the dance elements. Focusing attention on a possible stimulus. Immediate visceral reaction to a stimulus. Responding to questions on the movement objective. Imitating actions. Participating in the group. Responding to tone of voice / use of accompaniment to influence the atmosphere. Encountering own body movements and others. Establish movement themes; use of stimulus to capture movement themes; warm-ups – bend, stretch, twist.</p>	<p>Sustaining attention in a range of mindfulness and movement activities through dance Discovering new possibilities by trying out actions. and varying the movement dynamics. Imitating an action by the teacher or a peer. Initiating movement ideas by varying the dynamics. Sustaining attention through an ebb and flow of activity. Persevering to try a new move. Co-operating with others in partner / small group experiences. Awareness of own body movements and others. Expand possibilities relating to movement themes. Enhance quality through contrasting dynamics. Encourage extension, poise and elevation, transferring weight onto different body parts and in relation to the floor.</p>	<p>Transferring skills in a range of mindfulness and movement activities through dance Selecting and combining movements into sequences. Improving the sequence to make it interesting through use of contrasts, and to express the meaning to an audience. Collaborating and negotiating moves with peers Deciding on a clear starting and finishing position. Synchronising moves with others. Fitting steps to musical accompaniment – live or pre-recorded. Practising movement sequences so they are fluent, controlled, poised and/or have elevation and transitions are smooth. Rehearsing sequences to synchronise with accompaniment. Creating characters and/or performing moves meaningfully to convey a narrative. Sharing the dance with others – memorizing moves accurately. Developing an understanding of own body and others.</p>

			Combining material into phrases/sequences. Rehearsing and perfecting – presenting and reflecting.
Independence and life skills			
My INDEPENDENCE Students will learn about:	<p style="text-align: center;">Exploration of independence skills</p> <ul style="list-style-type: none"> • Dressing/ undressing • Changing and Growing • Shopping • Cooking/ Food Technology • Travel Training • Healthy Living/ Exercise • Self-care, support, and safety • Managing feelings <p>Body parts, clothes for weather, develop fine/ gross motor skills by dressing and undressing, understanding sequence, exploring self-organisation skills, safety and privacy when dressing and undressing, walking with increased independence around school. Riding a tricycle or bicycle with extra support and safety. Exchanging simple items in preparation for shopping.</p>	<p style="text-align: center;">Focussing independence skills</p> <ul style="list-style-type: none"> • Dressing/ undressing • Changing and Growing • Shopping • Cooking/ Food Technology • Travel Training • Healthy Living/ Exercise • Self-care, support, and safety • Managing feelings <p>Swimming/ changing with increased independence. Exchanging money for items in the classroom. Sports/ changing interacting with peers and adults to play sports games/ gather resources using symbols. Walking outside of school with an adult holding hands or another appropriate means of safety. Using a bicycle safely on a track.</p>	<p style="text-align: center;">Applying independence skills</p> <ul style="list-style-type: none"> • Dressing/ undressing • Changing and Growing • Shopping • Cooking/ Food Technology • Travel Training • Healthy Living/ exercise • Self-care, support, and safety • Managing feelings <p>Shopping, cooking, paying for items, measuring, following instructions, health and safety, cultural foods, making choices, opening and closing items, developing spreading/ chopping skills, hygiene/ hand washing. Walking outside of school independently. Using a bicycle independently. Paying for items in the shop by exchanging money with cashier or using card.</p>
MY ART Students will learn about:	<p style="text-align: center;">Exploring art activities</p> <p>To encounter, copy and continue a pattern using a variety of objects and materials. Introduce the element of both 2D and 3D shape, form and space. Encountering differing artists who use food, junk etc. to create images of faces. Enter work into art exhibitions and competitions throughout the year.</p>	<p style="text-align: center;">Sustaining attention in art activities</p> <p>Exploring the work of differing artists who use their wider imagination to create images of faces. Encountering coloured collage, layering, and both positive and negative spaces. Experiencing and interacting with materials to create facial collages. Enter work into art exhibitions and competitions throughout the year.</p>	<p style="text-align: center;">Transferring skills in art activities</p> <p>Developing understanding of coloured collage, layering, and both positive and negative spaces. Develop an understanding of texture and painting. Learning to be free within the artistic process. Developing understanding and creating facial collages. Enter work into art exhibitions and competitions throughout the year.</p>
MY DRAMA	<p style="text-align: center;">Exploring drama activities Encountering</p> <p>Sensory engagement with items for the drama.</p>	<p style="text-align: center;">Sustaining attention in drama activities Interaction</p> <p>Participating in a range of drama conventions independently or with support.</p>	<p style="text-align: center;">Transferring skills in drama activities Understanding and creating</p> <p>Dealing with implications of the drama world created.</p>

<p>Students will learn about:</p>	<p>Participating in symbolic transformation. Accepting roles and symbols, consenting to make-believe. Notional role taking. Sharing joint attention on a riveting item (prop or teacher in role). Fastness of rules, everyone to 'play the game' turn-taking. Becoming part of a group.</p>	<p>Showing initiative. Sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines. Interacting with teacher(s) in role and/or peers within the make-believe role playing (assuming a character).</p>	<p>Participating in/generating complex, flexible imaginary play sequences. Collaborating and negotiating with peers in and out of role. Engaging with the significance of a key moment. Making links to real life and learning from the content of the drama. Considering how the drama was created to learn about the theatre form. Using the theatre form to capture and share a meaning with others.</p>
<p>Thinking and problem solving</p>			
<p>Thinking and Problem Solving Students will learn about:</p>	<p>Exploring, memory building and recognition of a problem Introduction of the task, to be involved in task such as getting favourite toy, snack, drink, iPad, sensory resource etc. from wherever it is regularly kept at a regular time(s) of the day. This might be prompted by a visual timetable or now/next. Physical or verbal prompting to get the item may be needed, but must be involved in the process many, many times.</p>	<p>Recognition of a problem and finding solutions The student identifies a problem because they cannot find the item or activity that they are looking for. The teacher and staff are looking for students to go to the cupboard, drawer, toy tray to get 'my favourite....' without being told to do so. Many situations outside such as turn on the trampoline, finding items such as the bikes and helmets.</p>	<p>Generalisation Repeat the activity throughout the day in a range of different situations. The main concept of generalisation is that the student will go to another cupboard or seek to find the objects elsewhere. Play hide and seek, put the iPad in a different cupboard, ask the student to get their shoes but they have been moved to another part of the room. Follow a simple timetable pictorial and develop awareness of where the resources are stored.</p>
<p>THE WORLD AROUND ME</p>			
<p>Students will learn about:</p>	<p>Seeking experiences Change, history and the passing of time. Festivals and celebrations. To prepare for change on timetables/ finished. To observe events specific to each season. To experience events that are specific to seasons. Use supporting evidence to confirm seasonal changes. SMSC BV.</p>	<p>Focussing experiences Change, history and the passing of time. Festivals and celebrations. Experience giving and receiving of gifts, making decorations, Calendar of Culture, visit to places of worship. Thematic approach, SMSC and British Values.</p>	<p>Sharing experiences Change, history and the passing of time. Festivals and celebrations. Look at how other things have changes over time, school, technology, houses, roads, transport. Continue with Calendar of culture and share experiences with other groups. SMSC BV.</p>
<p>My Citizenship</p>			
<p>My Citizenship</p>	<p>Exploring SRE activities</p>	<p>Sustaining attention in SRE activities</p>	<p>Transferring skills in SRE activities</p>

<p>Students will learn about:</p>	<ol style="list-style-type: none"> 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<ol style="list-style-type: none"> 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<ol style="list-style-type: none"> 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>
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