

Ash Meadow School

Pre-Engagement Curriculum

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

At Ash Meadow School, as part of the Pre Engagement Curriculum, we offer our students a range of sensory and thematic approaches to learning including Incorporating Read Write Inc Programme, Maths For Life- Numicon, Science in my pocket, Communication- Independence, Structured and Sensory Free Play, Physical Wellbeing, Outdoor Learning, and the PSHE Association planning framework for children with SEND.

At Ash Meadow School, we have adapted the EQUALS Informal curriculum to suit the needs of our learners with Autism and/or severe learning difficulties. The delivery of the curriculum outlined will be adapted to the communication pathway of each pupil and will take the length of time need for each individual pupil.

Individualised targets are taken into account such as; Education Health Care Plan (EHCP), Individual Educational Plan (IEP), Positive Behaviour Support Plans (PBS), Speech and Language, Occupational Therapy (OT), Sensory Lifestyles and Personal Educational Plan (PEP).

The Pre-Engagement curriculum is the first curriculum in our Engagement pathway, students may move on to the Engagement and/or Engagement into key stage curriculum once successfully learning the knowledge and skills from the Pre-engagement Curriculum.

Pre-Engagement	Engagement	Engagement into key stage	Engagement for life plus AQA units.
			Work experience within the school. With support. Work experience within the local community with support

Subject Areas		Autumn Term	Spring Term	Summer term
<p align="center"><u>Books and Stories to explore and link to a range of topics:</u></p> <p align="center">Celebrations:</p> <p>Happy easter, the night before Christmas, the little bat who loved Halloween, Mothers and others day, we will remember them, Trick or treat, It's Christmas Everywhere, The night before Ramadan, Queen Elizabeth, King Charles III, Hetty's Hanukah.</p> <p align="center">Maths:</p> <p>Triangle, Books of numbers, Equal Scmequal, 5 Little dwarfs planets, Square, Circle, 3D shapes for kids, 10 little monsters, 10 little princesses, 10 little unicorns, The crayons book of colours, the colour monster.</p> <p align="center">Science:</p> <p>Sign about going out, Marvin gets mad, Wonderfully wired brains, Fairy stories, Bedtimes stories, Gardening in schools, Dinosaurs, Lets go science trails, Seeds of change, Foggy Foggy Forest, Human life cycle</p> <p align="center">PSHE:</p> <p>Life skills for kids, Little Acorns, Growing up, I choose to say no, Body safety, Personal Hygiene, My big fantastic family, love makes family, Choices are my superpower, Autism with Lola, Why do I sleep, Hippo owns up, Lets talk about body, The paper dolls, Mindfulness, The Grumpy old stone, Who's in my family, The worrysaurus, Democracy, The ABC of democracy, The Hungary Caterpillar</p>				
Phase 1				
My Communication	Pre-Phonics	<p>Environmental, Instrumental and voice sounds</p> <p>Students will explore sounds around them: in school, at home and in the community.</p> <p>Students will engage in activities based on sound games, using buzzers to match to pictures.</p> <p>Students will explore and develop awareness of sounds made by various instruments and noise makers.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Body percussion and Rhythm and Rhyme</p> <p>Students will explore and develop awareness of sounds and rhythms such as clapping, stamping.</p> <p>Students will develop appreciation and experiences of rhythm and rhyme in speech.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Symbols</p> <p>Students will engage and explore various symbols and understand their meaning for example: the golden arches is a symbol of McDonalds.</p> <p>Learning symbols to gain understanding such as learning the shop symbol and knowing the sounds will benefit and help students understand what the shop is.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>



	Self-regulation and Social Interaction	<p>Introduction to Imperative and Declarative Communication</p> <p>Use imperative communication to express needs (e.g., requesting food, toys).</p> <p>Begin using declarative communication to share feelings or experiences.</p> <p>Engage in turn-taking during simple conversations.</p> <p>Imperative Communication Practice: Use picture cards or AAC devices to request items, make choices, and express basic needs (e.g., "I want," "I need").</p> <p>Declarative Communication Games: Use visuals or AAC to encourage students to share what they see, hear, or feel (e.g., "Look, it's raining" or "I like this song").</p> <p>Turn-Taking Exercises: Simple conversation games where students practice taking turns to speak or respond.</p>	<p>Non-Verbal Behavioral Communication</p> <p>Recognise and interpret basic non-verbal signals (e.g., happy, sad, tired).</p> <p>Use simple non-verbal gestures to communicate (e.g., pointing, nodding, shaking head).</p> <p>Begin to understand the meaning of different facial expressions and body language.</p> <p>Emotion Recognition Games: Use picture cards or video clips of people expressing different emotions, and ask students to identify them.</p> <p>Non-Verbal Role Play: Encourage students to practice using non-verbal communication like pointing, nodding, or hand-gesturing to express needs and wants.</p> <p>Mirror Exercises: Practice mimicking facial expressions and body language to better understand how others feel.</p>	<p>Introduction to Self-Regulation Techniques</p> <p>Begin recognising signs of stress or anxiety.</p> <p>Introduce simple calming techniques (e.g., deep breathing, sensory activities).</p> <p>Develop awareness of personal emotional states.</p> <p>Emotion Identification: Use visual aids to develop understanding of The Zones Of Regulation</p> <p>Safe Space Creation: Set up a designated calming space in the classroom where students can go when feeling overwhelmed.</p>
Maths for Life Students will learn:	<p>Using Number and the number system- whole numbers</p> <p>Read, write, order and compare numbers up to 20</p> <p>Order and compare numbers up to 20</p> <p>Using Common Measures, Shape and Space</p> <p>Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involves numbers up to 20</p> <p>Read 12 hour digital and analogue clock in hours</p> <p>Handling Information and data</p> <p>Read numerical information from lists.</p> <p>ICT, Literacy- Communication and Language</p>	<p>Using Number and the number system- whole numbers</p> <p>Use whole numbers to count up to 20 items including zero</p> <p>Add numbers which total up to 20</p> <p>Using Common Measures, Shape and Space</p> <p>Know the number of days in the week, months and seasons in a year; Be able to name and sequence</p> <p>Describe and make comparisons in words between measures of items including size, length, width, height, weight, and capacity</p> <p>Handling Information and data</p> <p>Sort and classify objects using a single criterion.</p> <p>ICT, Literacy- Communication and Language</p>	<p>Using Number and the number system- whole numbers</p> <p>Subtract numbers from numbers up to 20</p> <p>Recognise and interpret the symbols +, - and = appropriately</p> <p>Using Common Measures, Shape and Space</p> <p>Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (inc. square) and triangle</p> <p>Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above.</p> <p>Handling Information and data</p> <p>Use simple representations or diagrams for counting numbers up to 20.</p> <p>ICT, Literacy- Communication and Language</p>	
Science In My Pocket	<p>Paper Aeroplanes: Design a paper aeroplane, investigate how altering the design will allow aeroplane to fly further, change direction, or fly in a loop.</p> <p>Colours In Nature: Rainbow colours, Colours in everyday life, messages relating to colour i.e green light means go, colour matching, colour mixing, colour matching with everyday life.</p> <p>Paper Spinners: Making paper spinners and experimenting with various templates.</p>	<p>Magnets: Investigate materials that are magnetic, explore your environment to magnetic objects, Make predictions, Collect magnetic and non-magnetic items.</p> <p>Sound: What is sound, where does it come from, everyday sounds, Pitches of sound- high and low, quiet or loud, Record data into a chart.</p> <p>Hovercraft: Explore Hovercrafts, Construct a Hovercraft using various materials.</p>	<p>Penny Drop: Use of pipettes, make predictions, record results on tally charts.</p> <p>Life Outside: Observe what they see around them, explore animals and plants in various places, explore magnifying glasses, Explore seasons.</p> <p>Balloon Rockets: Exploring why balloons move, experiment by blowing up balloons, measure distance of travel, Explore different ways of making rockets.</p>	

	Circuits: Make a light bulb, Diagrams explaining how to make a light bulb, Make it brighter and dimmer, Turn on and off.					
My Independence PSHE/RSE	<p>SELF AWARENESS</p> <p>SA1 – Things we are good at</p> <p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond with curiosity to stimuli about our family.</p> <p>SA2 – Kind and unkind behaviours</p> <p>Respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>Respond to stimuli about what feeling upset means.</p>	<p>SELF CARE, SUPPORT and SAFETY</p> <p>SSS1 – Taking care of ourselves</p> <p>Respond to stimuli about the people who look after us</p> <p>SSS2 – Keeping safe</p> <p>Respond to stimuli about keeping physically safe.</p> <p>Respond with curiosity to stimuli about the adults who are responsible for keeping us safe</p>	<p>MANAGING FEELINGS</p> <p>MF1 – Identifying and expressing feelings</p> <p>Respond with curiosity to stimuli about different emotions.</p> <p>Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.</p>	<p>CHANGING and GROWING</p> <p>CG1 – Baby to adult</p> <p>Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby</p> <p>CG2 – Changes at puberty</p> <p>Respond with curiosity to adult prompting of the names for body parts and changes of puberty.</p>	<p>HEALTHY LIFESTYLES</p> <p>HL1 – Healthy Eating</p> <p>Respond to different stimuli about what it means to be 'healthy'</p> <p>HL2 – Taking care of physical health</p> <p>Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p>	<p>THE WORLD WE LIVE IN</p> <p>WILI1 – Respecting differences between people</p> <p>Respond to stimuli with awareness and curiosity about the physical differences between people</p> <p>WILI2 – Jobs people do</p> <p>Respond to stimuli about the different jobs adults in school do.</p>
My Play & Leisure	<p>Exploring Physical Objects</p> <p>Develop awareness of physical objects and environments.</p> <p>Engage in solitary and parallel play</p> <p>Sensorimotor Play: Explore sand and water with various tools (e.g., buckets, spades).</p> <p>Relational Play: Parallel play with peers using building blocks or similar materials.</p>		<p>Social Dimensions of Free Play</p> <p>Introduce shared play and turn-taking.</p> <p>Begin to understand basic social interactions.</p> <p>Functional Play: Board games that allow for turn-taking (e.g., simple counting games).</p> <p>Outdoor Learning: Visit a park for group play and interaction with peers.</p>		<p>Sustaining Attention in Play</p> <p>Enhance attention span during play activities.</p> <p>Practice shared and cooperative play.</p> <p>Matching Games: One-to-one matching games to encourage focus.</p> <p>Sensory Centre Activities: Engage in cooperative games, focusing on sensory exploration.</p>	
My Physical Wellbeing	<p>Exploring Movement and Sensory Awareness</p> <p>Develop body awareness through sensory experiences.</p> <p>Begin engaging with sensory circuits to prepare for physical activity.</p> <p>Sensory Circuit: Alerting Activities (e.g., bouncing on a trampoline, skipping, jumping on spot).</p> <p>Body Awareness Games: Simple games like "Simon Says" focusing on different body parts.</p> <p>Basic Movement: Crawling, rolling, walking to build motor skills.</p>		<p>Motor Skill Development and Sensory Integration</p> <p>Improve coordination and balance using sensory circuits.</p> <p>Develop gross motor skills through structured physical activities.</p> <p>Sensory Circuit: Organising Activities (e.g., balancing on a beam, stepping over obstacles).</p> <p>Throwing and Catching: Simple games using soft balls, beanbags, and hoops.</p> <p>Balance Activities: Walking along lines, stepping on different textures.</p>		<p>Sustaining Attention and Social Play</p> <p>Enhance attention span during sensory circuits and physical activities.</p> <p>Begin practicing cooperative play.</p> <p>Sensory Circuit: Calming Activities (e.g., deep pressure activities like pushing/pulling weighted objects or heavy work).</p> <p>Cooperative Play: Group activities like passing a ball or using a parachute.</p> <p>Simple Obstacle Course: Incorporating sensory circuit elements (jumping, crawling, balancing).</p>	

My Outdoor School		Learner Preparation for Outdoor Learning Understand the basics of outdoor safety and appropriate clothing. Begin developing sensory awareness of outdoor environments. Engage in simple outdoor activities with guidance.	Introduction to Orienteering Introduce basic orienteering skills. Practice following simple directions with visual and sensory cues. Encourage exploration of outdoor environments through structured activities.	Introduction to Shelter Building Engage students in simple shelter-building activities. Develop basic problem-solving skills in an outdoor context. Encourage teamwork and cooperation
Phase 2				
My Communication	Pre-Phonics	<p>Environmental, Instrumental and voice sounds</p> <p>Students will explore sounds around them: in school, at home and in the community. Students will engage in activities based on sound games, using buzzers to match to pictures. Students will explore and develop awareness of sounds made by various instruments and noise makers.</p> <p>Students will be able to hear a sound and recognise it clearly. Students will be able to confidently play games with peers and staff based on sounds.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Body percussion and Rhythm and Rhyme</p> <p>Students will explore and develop awareness of sounds and rhythms such as clapping, stamping. Students will develop appreciation and experiences of rhythm and rhyme in speech.</p> <p>Students will be able to recongise rhymes and rhythms.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Symbols</p> <p>Students will engage and explore various symbols and understand their meaning for example: the golden arches is a symbol of McDonalds. Learning symbols to gain understanding such as learning the shop symbol and knowing the sounds will benefit and help students understand what the shop is.</p> <p>Students will begin to recongise and know at least 15-20 symbols.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>
	Self-regulation and Social Interaction	<p>Expanding Imperative and Declarative Communication</p> <p>Use imperative communication in more complex situations (e.g., asking for help or clarifying misunderstandings). Expand declarative communication to share preferences and feelings. Begin to engage in short conversations with adults and peers.</p>	<p>Developing Peer Communication and AAC Use</p> <p>Initiate simple peer communication (e.g., greetings, sharing toys). Use AAC devices to enhance peer interactions and communication. Practice basic conversational skills with peers, including listening and responding.</p>	<p>Self-Regulation Strategies for Everyday Use</p> <p>Learn to identify stress triggers and how to respond with calming strategies. Use self-regulation techniques independently in different environments (classroom, playground). Begin recognising emotional escalation and how to prevent outbursts.</p>
Maths For Life Students will learn:		<p>Using Numbers and the Number System- Whole Numbers</p> <p>Count reliably up to 100 Read, write, order and compare numbers up to 100 Understand place value of tens and ones Understand and recognise ordinal numbers up to hundredth Add two numbers which total up to 100 Subtract one- and two-digit numbers from numbers up to 100</p>	<p>Using Numbers and the Number System- Whole Numbers</p> <p>Recognise odd and even numbers up to 100 Group numbers by 2,3,4,5 and 10 Count on in 2s, 3s, 4s, 5s and 10s Understand multiplication as repeated addition Multiply numbers by 2,3,4,5 and 10 Share numbers by 2,3,4,5 and 10</p> <p>Using Common Measures, Shape and Space</p> <p>Read and record common date formats</p>	<p>Using Numbers and the Number System- Whole Numbers</p> <p>Count back in 2s,3s,4s,5s and 10s Understand division as repeated subtraction Divide numbers up to 100 by 2,3,4,5 and 10 Recognise and interpret the symbols +, -, x = appropriately</p> <p>Using Common Measures, Shape and Space</p> <p>Recognise and name 2D and 3D shapes including pentagon, hexagon, cylinder, cuboid, pyramid and sphere</p>



	<p>Using Common Measures, Shape and Space Recognise, order and understand the value of all coins and notes in the context of the real world Calculate money with pence up to one pound (£) Calculate money in whole pounds up to £100 (£) Know that there is 60 seconds in 1 minute Know that there are 60 minutes in 1 hour Read 12 hour digital and analogue clock in digital time</p> <p>Handling Information and Data Extract information from lists, tables, diagrams, and bar charts.</p> <p>ICT, Literacy- Communication and Language</p>		<p>Navigate an annual calendar in days, weeks and months forwards and back Read and use simple scales to the nearest labelled division Use metric measures of length including millimetres, centimetres, metres and kilometres Use measures of capacity including millimetres and litres Use measures of positive temperatures in degrees</p> <p>Handling Information and Data Make number comparisons from bar charts.</p> <p>ICT, Literacy- Communication and Language, Science, PSHE</p>		<p>Describe the properties of common 2D and 3D shape in the context of real life application Use appropriate positional vocabulary to describe position and direction</p> <p>Handling Information and Data Sort and classify objects using two criteria Take information from one format and represents the information in another format.</p> <p>ICT, Literacy- Communication and Language, Geography, Engineering</p>	
Science In My Pocket	<p>Paper Aeroplanes: Design a paper aeroplane, investigate how altering the design will allow aeroplane to fly further, change direction, or fly in a loop.</p> <p>Colours In Nature: Rainbow colours, Colours in everyday life, messages relating to colour i.e. green light means go, colour matching, colour mixing, colour matching with everyday life.</p> <p>Paper Spinners: Making paper spinners and experimenting with various templates.</p> <p>Circuits: Make a light bulb, Diagrams explaining how to make a light bulb, Make it brighter and dimmer, Turn on and off.</p>		<p>Magnets: Investigate materials that are magnetic, explore your environment to magnetic objects, Make predictions, Collect magnetic and non-magnetic items.</p> <p>Sound: What is sound, where does it come from, everyday sounds, Pitches of sound- high and low, quiet or loud, Record data into a chart.</p> <p>Hovercraft: Explore Hovercrafts, Construct a Hovercraft using various materials.</p>		<p>Penny Drop: Use of pipettes, make predictions, record results on tally charts.</p> <p>Life Outside: Observe what they see around them, explore animals and plants in various places, explore magnifying glasses, Explore seasons.</p> <p>Balloon Rockets: Exploring why balloons move, experiment by blowing up balloons, measure distance of travel, Explore different ways of making rockets.</p>	
My Independence PSHE/RSE	<p>SELF AWARENESS</p> <p>SA3 – Playing and working together</p> <p>Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>Respond with curiosity to modelling of ‘good listening’.</p> <p>Respond to ‘taking turns’ as modelled by both adults and peers</p>	<p>SELF CARE, SUPPORT and SAFETY</p> <p>SSS3 – Trust</p> <p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise</p>	<p>MANAGING FEELINGS</p> <p>MF2 – Managing strong feelings</p> <p>Respond to stimuli about some of the different ways we can communicate our feelings and needs to others</p> <p>Demonstrate an awareness of other people’s feelings</p> <p>Demonstrate social emotions, eg. Sympathy for someone who is hurt</p> <p>Express simple feelings</p>	<p>CHANGING and GROWING</p> <p>CG3 – Dealing with touch</p> <p>Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.</p>	<p>HEALTHY LIFESTYLES</p> <p>HL2 – Taking care of physical health</p> <p>Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p> <p>HL3 – Keeping well</p> <p>Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</p>	<p>THE WORLD WE LIVE IN</p> <p>WILI3 – Rules and Law</p> <p>Respond to stimuli or adult modelling about the things we are allowed to do in school</p> <p>WILI4 – Taking care of the environment</p> <p>Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them.</p>

	<p>SA4 – People who are special to us</p> <p>Respond with anticipation to stimuli depicting people who are special to us</p>	<p>SSS4 – Keeping safe online</p> <p>Respond with curiosity to adult modelling of different ways that people communicate with each other</p>			<p>Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p>	
My Play & Leisure	<p>Functions of Play</p> <p>Understand the social functions of play.</p> <p>Foster friendships through play activities.</p> <p>Group Play: Organise group games that require cooperation (e.g., group sandcastle building).</p> <p>Role Play: Set up role-play scenarios (e.g., café or shop).</p>		<p>Developing Kinaesthetic Skills</p> <p>Explore bodily movements and senses through play.</p> <p>Develop gross motor skills.</p> <p>Outdoor Exploration: Use climbing structures and balance beams.</p> <p>Movement Games: Engage in games that require physical activity and movement.</p>		<p>Transferring Leisure Skills</p> <p>Transfer play skills to new activities.</p> <p>Encourage student-led exploration of interests.</p> <p>Interest-Based Activities: Allow students to choose activities (e.g., cycling, climbing) and lead play.</p> <p>Arts and Crafts: Use various materials to explore creativity.</p>	
My Physical Wellbeing	<p>Strengthening and Sensory Processing</p> <p>Improve core strength and endurance.</p> <p>Use sensory circuits to support self-regulation and readiness for physical activity.</p> <p>Sensory Circuit: Alerting and Organising Activities (e.g., jumping, swinging, balancing).</p> <p>Strengthening Activities: Sit-ups, balancing on large exercise balls, climbing activities.</p> <p>Circuit Games: Engage in sensory circuit tasks that involve crawling, stepping, and pushing/pulling objects.</p>		<p>Coordination, Flexibility, and Sensory Challenges</p> <p>Develop greater flexibility and coordination through sensory and physical exercises.</p> <p>Introduce more challenging sensory circuits to improve motor skills.</p> <p>Sensory Circuit: Organising and Calming Activities (e.g., crawling through tunnels, stretching, heavy lifting).</p> <p>Agility Drills: Stepping over hurdles, navigating cones, and jumping on different surfaces.</p> <p>Stretching Exercises: Incorporate yoga or movement routines that build flexibility.</p>		<p>Outdoor Exploration and Sensory Play</p> <p>Engage in outdoor sensory circuits and exploration.</p> <p>Develop confidence in outdoor physical activities.</p> <p>Outdoor Sensory Circuit: Create outdoor sensory pathways (e.g., walking on textured surfaces, climbing, balancing).</p> <p>Outdoor Play: Engage with playground equipment (e.g., swings, slides) and natural environments.</p> <p>Group Outdoor Games: Simple ball games and movement activities.</p>	
My Outdoor School	<p>Advanced Learner Preparation</p> <p>Promote independence in choosing appropriate outdoor clothing.</p> <p>Develop responsibility for personal items and equipment.</p> <p>Begin basic tool handling with supervision.</p>		<p>Developing Orienteering Skills</p> <p>Follow more complex routes and instructions.</p> <p>Use simple maps and visual guides to navigate outdoor spaces.</p> <p>Improve spatial awareness and directionality</p>		<p>Building Functional Shelters</p> <p>Learn about different types of shelters and their functions.</p> <p>Engage in more structured group work to build functional outdoor shelters.</p> <p>Practice problem-solving in shelter construction.</p>	
Phase 3						

My Communication	Pre-Phonics	<p>Environmental, Instrumental and voice sounds</p> <p>Students will explore sounds around them: in school, at home and in the community.</p> <p>Students will engage in activities based on sound games, using buzzers to match to pictures.</p> <p>Students will explore and develop awareness of sounds made by various instruments and noise makers.</p> <p>Students will recognise sounds that represent different things.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Body percussion and Rhythm and Rhyme</p> <p>Students will explore and develop awareness of sounds and rhythms such as clapping, stamping.</p> <p>Students will develop appreciation and experiences of rhythm and rhyme in speech.</p> <p>Students will be able to make there of sequences of sounds and rhythms.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>	<p>Symbols</p> <p>Students will engage and explore various symbols and understand their meaning for example: the golden arches is a symbol of McDonalds.</p> <p>Learning symbols to gain understanding such as learning the shop symbol and knowing the sounds will benefit and help students understand what the shop is.</p> <p>Students will be able to communicate through symbols known in school and in the community.</p> <p>During this time students will become familiar with alphabet sounds through songs and rhymes.</p>
	Self-regulation and Social Interaction	<p>Imperative, Declarative, and AAC Communication</p> <p>Use imperative and declarative communication consistently in social settings.</p> <p>Communicate effectively with peers and adults using AAC.</p> <p>Participate in structured conversations and group activities.</p>	<p>Advanced Peer Communication and Collaboration</p> <p>Engage in more complex peer interactions (e.g., problem-solving, group tasks).</p> <p>Collaborate with peers during group activities using AAC or verbal communication.</p> <p>Develop skills for resolving simple conflicts and disagreements with peers.</p>	<p>Advanced Self-Regulation and Emotional Awareness</p> <p>Independently manage emotions and stress using learned techniques.</p> <p>Apply self-regulation strategies in real-life situations (e.g., during transitions or stressful moments).</p> <p>Recognise emotions in others and respond appropriately.</p>
Maths For Life		<p>Using Numbers and the number system- whole numbers</p> <p>Read, write, order and compare numbers up to 100</p> <p>Understand place value of hundreds, tens and ones</p> <p>Estimate by rounding to the nearest 10 and 100</p> <p>Add numbers which total up to 1000</p> <p>Subtract one, two and three digit numbers from numbers up to 1000</p> <p>Group numbers by 6,7,8 and 9</p> <p>Count on in 6s, 7s , 8s and 9s</p> <p>Using Common Measures, Shape and Space</p> <p>Recognise the relative value of all coins and notes</p> <p>Recognise money using decimal notation- pounds and pence as £0.00</p> <p>Round amounts of money to the nearest pound</p> <p>Know that there are 24 hours in 1 day</p> <p>Read 24 hour digital time</p> <p>Read and record time using AM and PM in the context of 24 hour digital time</p>	<p>Using Numbers and the number system- whole numbers</p> <p>Multiply numbers by 6s, 7s, 8s, and 9s</p> <p>Use and create a multiplication square to calculate up to 10x10 times tables</p> <p>Share numbers by 6,7,8 and 9</p> <p>Count back in 6s,7s,8s and 9s</p> <p>Divide numbers up to 100 by 6,7,8 and 9</p> <p>Using Common Measures, Shape and Space</p> <p>Simple time calculations with minutes and hours</p> <p>Know the number of days per calendar month</p> <p>Simple time calculations with days, weeks and months</p> <p>Select and use a suitable instrument to measure length, weigh, capacity and temperature</p> <p>Compare measures of weight of length including millimetres, centimetres, metres, and kilometres</p> <p>Compare metric measures of weight including grams and kilograms</p> <p>Handling Information and Data</p> <p>Interpret simple information, to make comparisons and record changes, from different formats including bar charts and simple graphs.</p>	<p>Using Numbers and the number system- whole numbers</p> <p>Use a multiplication square to calculate the related division facts for up to 10x20 times table</p> <p>Translate a word problem into a number sentence using symbols + - x and =</p> <p>Using Common Measures, Shape and Space</p> <p>Compare measures of capacity including millimetres and litres</p> <p>Compare measures of positive temperatures</p> <p>Read and record linear scales</p> <p>Describe the properties of common 2D and 3D shapes including numbers of sides, corners, edges, faces and bases</p> <p>Use appropriate positional vocabulary to describe position and direction using four compass points- North, South, East and West</p> <p>Handling Information and Data</p> <p>Organise and represent simple information in appropriate ways including tables, diagrams, bar charts and simple line graphs.</p>

	Handling Information and Data Extract information from lists, tables, diagrams, charts and simple line graphs. ICT, Literacy- Communication and Language		ICT, Literacy- Communication and Language		ICT, Literacy- Communication and Language	
Science In My Pocket	Paper Aeroplanes: Design a paper aeroplane, investigate how altering the design will allow aeroplane to fly further, change direction, or fly in a loop. Colours In Nature: Rainbow colours, Colours in everyday life, messages relating to colour i.e green light means go, colour matching, colour mixing, colour matching with everyday life. Paper Spinners: Making paper spinners and experimenting with various templates. Circuits: Make a light bulb, Diagrams explaining how to make a light bulb, Make it brighter and dimmer, Turn on and off.		Magnets: Investigate materials that are magnetic, explore your environment to magnetic objects, Make predictions, Collect magnetic and non-magnetic items. Sound: What is sound, where does it come from, everyday sounds, Pitches of sound- high and low, quiet or loud, Record data into a chart. Hovercraft: Explore Hovercrafts, Construct a Hovercraft using various materials.		Penny Drop: Use of pipettes, make predictions, record results on tally charts. Life Outside: Observe what they see around them, explore animals and plants in various places, explore magnifying glasses, Explore seasons. Balloon Rockets: Exploring why balloons move, experiment by blowing up balloons, measure distance of travel, Explore different ways of making rockets.	
My Independence PSHE/RSE	SELF AWARENESS SA5 – Getting on with others Respond to stimuli about different feelings we or others may experience Orientate their body towards a member of staff’s voice Play give-and-take games with little support Shake their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another	SELF CARE, SUPPORT and SAFETY SSS5 –Public and private Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own SSS4 – Keeping safe online Communicate with known and unknown	MANAGING FEELINGS MF2 – Managing strong feelings Nod, sign or use symbols in agreement to a suggestion or viewpoint of another Recognises approval and disapproval Remains silent when another person is talking Responds to affection Responds to different tones in speech, eg. Looks sad upon hearing peer upset Seeks recognition by means of eye contact when their name is mentioned	CHANGING and GROWING CG4 –Different types of relationships Respond to stimuli about some of the different kinds of relationships there are within families. Identify the communities or groups to which they belong Describe how families care for each other	HEALTHY LIFESTYLES HL4 – Healthy Eating Accept a larger range of food Choose a favourite fruit or vegetable when two are offered Choose favourite item or food when given two options Communicate a strong ‘No’ to unwanted food Communicate the name of a specifically desired food item Cope with most foods offered as part of a typical meal	THE WORLD WE LIVE IN WILI5 – Belonging to a community Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). WILI6 – Money Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money.



		<p>people in a range of settings</p> <p>Demonstrate interest in movements onscreen and wants to join in computing activity</p> <p>Explore pictures on a screen</p> <p>Press buttons</p> <p>Respond to changes on a computer screen</p> <p>Touch a specific image on a screen</p>			<p>Identifiy what they want to drink or eat, eg. Picks a symbol which represents a hot or cold drink</p> <p>Recognise food by sight, smell and taste</p> <p>Recognise the feeling of thirstiness and know that they need a drink</p>	
My Play & Leisure	<p>Emotional Understanding through Play Develop awareness of emotions in self and others. Enhance fine motor skills through play. Emotion Games: Use puppets or dolls to explore different emotions. Fine Motor Activities: Engage in crafts that require precision (e.g., threading beads).</p>		<p>Flexibility of Thought Develop problem-solving and flexibility in play. Foster social communication through group activities. Problem-Solving Games: Simple puzzles or challenges that require teamwork. Group Discussions: Facilitate conversations about experiences during play</p>		<p>Community and Social Skills Integrate play and leisure into community settings. Strengthen social skills through various activities. Community Outings: Visit local parks or leisure centers to engage in group activities. Social Skills Workshops: Conduct workshops focusing on sharing, empathy, and communication.</p>	
My Physical Wellbeing	<p>Independent Engagement with Sensory Circuits Encourage independent participation in sensory circuits. Support self-regulation and physical movement through sensory activities. Sensory Circuit: Student-Led Activities (allowing students to choose their favorite circuit elements). Independent Play: Provide a range of equipment for students to choose their physical activity (e.g., cycling, ball games). Structured Movement Games: Engage in games that require a mix of sensory and physical coordination (e.g., obstacle courses, relay races).</p>		<p>Applying Physical Skills and Sensory Integration</p> <p>Encourage the application of motor skills in daily tasks (e.g., walking, climbing, carrying objects). Continue refining sensory regulation through circuits. Functional Fitness Tasks with Sensory Elements: Activities such as pushing/pulling objects, walking with balance, and carrying weighted items. Ball Skills: Develop control through games that involve kicking, throwing, or dribbling. Complex Sensory Circuits: Incorporate multiple sensory elements into tasks (e.g., crawling, jumping, lifting).</p>		<p>Healthy Living and Exercise through Sensory Circuits Encourage healthy lifestyle habits through regular physical and sensory activities. Promote understanding of how physical activity benefits well-being. Sensory Circuit for Relaxation: Use calming activities (e.g., deep pressure, slow movements) to discuss relaxation and health. Movement to Music: Rhythmic activities that combine sensory regulation and physical movement. Fitness Routines: Continue using simple fitness routines, incorporating sensory elements like resistance bands or textured surfaces.</p>	
My Outdoor School	<p>Independent Preparation and Tool Use Encourage students to independently prepare for outdoor tasks, including selecting tools and materials.</p>		<p>Orienteering and Navigation Navigate more complex orienteering courses using maps and compasses. Make decisions about routes and problem-solve obstacles.</p>		<p>Shelter Building and Horticulture Build more complex shelters incorporating natural materials. Engage in horticulture activities like planting, growing, and caring for plants.</p>	

	Develop confidence in using a range of outdoor tools safely. Promote responsibility for managing personal and shared equipment.	Enhance understanding of the outdoor environment through exploration.	Apply outdoor skills to longer-term projects.
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