

Key		Autumn Term	Spring Term	Summer Term
Curriculum EQUALS	Assess MAPP			
<b>My Communication (Narrative) Functional Literacy</b>		<p>Narrative storytelling – ongoing through the year (themed)                      Activities to support the learning of functional literacy (themed)                      Various communication games and activities</p>		
<b>The World Around Me</b>		<p><b>The Weather &amp; Seasons- Autumn/Winter</b>                      Experience, explore and discuss different types of weather. Learners will discuss how to dress in different types of weather and the effect weather has on the environment, ourselves and our activities. Focus on the seasons and RE festival linked to this season. <b>(Remembrance Day/ Christmas)</b></p> <p><b>Animals and Habitats</b>                      Learners will explore and learn about different animals that live in different habitats. They will discuss the various weather conditions that different animals live in, focusing specifically on colder climates to link to the season focus.</p>	<p><b>The Weather &amp; Seasons- Winter/Spring</b>                      Experience, explore and discuss different types of weather. Learners will discuss how to dress in different types of weather and the effect weather has on the environment, ourselves and our activities. Focus on the seasons and RE festival linked to this season. <b>(Bhodi/ Holi/ Mother’s Day/ May Day)</b></p> <p><b>People</b>                      Learners to recognise and find out about the people who are most important to them. Learners will develop their understanding of different jobs people do and ways in which they are different and the same to others. Learners will explore ways of helping other people and how relationships have a two-way working basis, learning how to meet and greet people in an appropriate manner.</p>	<p><b>The Weather Seasons- Spring/ Summer</b>                      Experience, explore and discuss different types of weather. Learners will discuss how to dress in different types of weather and the effect weather has on the environment, ourselves and our activities. Focus on the seasons and RE festival linked to this season. <b>(Father’s Day/ Summer Fete/ Ramadan)</b></p> <p><b>Recycling</b>                      Exploring rubbish, litter and the wider implications of littering – is rubbish a problem?                      To explore the recycling journey and how paper can be recycled</p>
<b>My Independence</b>		<p><b>My Cooking / Food Technology</b>                      Health and Safety in the kitchen                      Making basic foods and drinks                      Healthy living and healthy eating</p> <p><b>My Shopping</b>                      Role play and modelling of how to make a list, use a list and how to exchange money</p> <p><b>My Dressing &amp; Undressing</b></p>	<p><b>My Cooking / Food Technology</b>                      Health and Safety in the kitchen                      Making basic foods and drinks                      Healthy living and healthy eating</p> <p><b>My Shopping</b>                      Role play and modelling of how to make a list, use a list and how to exchange money</p> <p><b>My Dressing &amp; Undressing</b></p>	<p><b>My Cooking / Food Technology</b>                      Health and Safety in the kitchen                      Making basic foods and drinks                      Healthy living and healthy eating</p> <p><b>My Shopping</b>                      Role play and modelling of how to make a list, use a list and how to exchange money</p> <p><b>My Dressing &amp; Undressing</b></p>

		Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others <b>My Travel Training</b> To move around the school safely	Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others <b>My Travel Training (supported by TT)</b> To develop an understanding of being safe when out and about- local area	Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others <b>My Travel Training (supported by TT)</b> To develop an understanding of being safe when out and about- my city
<b>My Art Fir/Ash/Cedar</b>  <b>My Drama</b> <b>My Dance</b> <b>My Music</b>	<b>My Creativity</b>	<b>Collage, texture, pattern, colour</b> Encounter, explore and develop an understanding of collage, texture, pattern and colour via: Copying and continuing patterns Using a variety of objects and materials 2D and 3D shapes in collage Layering Coloured collage Different textures	<b>Sculpture</b> Encounter and explore sculpture through: Various 2D and 3D shapes and sculpture Making 3D shapes Clay and shaped clay	<b>Painting (2) – colour and exploration</b> Developing an understanding of colour and exploration via: Exploring colour and tone (light and dark) Creating different marks, using a variety of tools Understanding and developing colour and tone
		<b>Mantle of the Expert</b>	<b>Drama for Performance</b>	<b>N/A</b>
		<b>N/A</b>	<b>N/A</b>	<b>Creating dance narratives</b>
		<b>Delivered by JR</b>	<b>Delivered by JR</b>	<b>Delivered by JR</b>
<b>My Play and Leisure</b>	<b>Structured play</b> To introduce group play and games to develop turn taking, following rules and movement through small group games, board games and card games.	<b>Free play</b> Focus on functional play where specific toys are used for a specified purpose.	<b>Socio-dramatic play</b> To begin with solitary play (theme-related session with items to explore) and then parallel play focusing on the skills of sharing, turn taking and co-operative.	
<b>My Thinking and Problem Solving</b>	Arithmetic Money Coin recognition, place value, ordering Thinking and problem solving activities ongoing through all units	2D and 3D Shape Time Thinking and problem solving activities ongoing through all units	Measure – weight, length and capacity Thinking and problem solving activities ongoing through all units	
<b>My Forest School</b>	<b>Delivered by JS</b>	<b>Delivered by JS</b>	<b>Delivered by JS</b>	
<b>My Physical Wellbeing</b>	<b>PE, sport, games and aquatics</b> Sensory diets, small group games, balloon tennis, relaxation, exercise and the heart and dressing Swimming 1 session each week	<b>PE, sport, games and aquatics</b> Sensory diets, relay races, football, relaxation, exercise and the heart and dressing Swimming 1 session each week	<b>PE, sport, games and aquatics</b> Sensory diets, small group games, gymnastics, relaxation, exercise and the heart, dressing and healthy eating Swimming 1 session each week	

	<p><b>Mental health and well being</b>                  All about me - Circle time and achievements of the day. To recognise and value one’s self. To recognise and accept similarities and differences.                  Relaxation                  Trip every half term</p>	<p><b>Mental health and well being</b>                  Relaxation                  Emotions and self-esteem - To identify different emotions in self and others.                  Trip each ½ term</p>	<p><b>Mental health and well being</b>                  To explore and identify healthy and unhealthy food.                  To explore the concept of a healthy life style.                  To relax                  Trip each ½ term</p>
<b>My Citizenship</b>	<p><b>All about me</b>                  This term we will focus on sharing information and finding out about each other. We will discuss friends, family, likes and dislikes.  <b>My school community</b>                  Focus on completing jobs around the school for a school community including orders for shopping, tidying the book areas, recycling and helping in other classes.</p>	<p><b>My local community</b>                  To include people that help us (careers focus). Accessing facilities in the local area (using a post box, going to the park etc.)                  Stranger danger and road safety.</p>	<p><b>Global community</b>                  Exploring the world- Visiting the beach, the woods etc. Celebrating British Culture.                  Fundraising for another country (enterprise activity).</p>

**MAPP (Mapping and Assessing Personal Progress) is a tool used to assess and record student progress in relation to personal learning intentions. It provides a way of recognising lateral progression. MAPP Learning Outcomes can be linked to the student’s EHCP.**

[Ash class specific information](#)

**ASH class Key Stage 4 and Key Stage additionally work towards accreditations through the weekly timetable. The accreditations followed are ASDAN Transition Challenge, ASDAN Towards Independence and OCR Life and Living Skills**