

<p><b>The rationale underpinning our semi-formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</b></p> <p><b>The semi-formal EQUALS curriculum pathway reflects the diverse range of needs that many of our learners encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs</b></p> <p><b>Students working within the semi-formal curriculum are provided with every opportunity to develop their Functional Literacy and Functional Numeracy skills, with the higher ability pupils having subject-specific lessons in EQUALS Maths, English, Science, IT, PSHCE and RE that are adapted from the National Curriculum</b></p>						
<p><b>EQUALS Semi-Formal Curriculum</b> <b>Delivered to:</b> <b>Maple, Hazel, Cherry, Chestnut and Beech</b></p>						
<p><b>Assessment systems used to demonstrate progress (all groups)</b></p>	<p>AET assessment (Autism Education Trust) <i>The AET Progression Framework demonstrates increase of skills in our pupils' learning, development, self-awareness and emotional understanding of self and others</i></p> <p>Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
<p><b>Accreditations: none</b></p>	<p><b>Working towards Pre Key Stage Standards through the weekly timetable</b> <b>Some Maple and Hazel learners working towards Engagement scales through the weekly timetable (see Discovery curriculum long term plan)</b></p>					
	<p><b>Autumn Term</b></p>		<p><b>Spring Term</b></p>		<p><b>Summer Term</b></p>	
<p><b>Themed literacy activities</b></p>	<p>Space</p>	<p>Fairy Tales and Magic</p>	<p>Transport</p>	<p>Circus</p>	<p>Minibeasts</p>	<p>Out of Africa</p>
<p><b>My Communication Functional Literacy</b></p>	<p>Narrative storytelling (themed) Activities to support the learning of functional literacy Communication games and activities Interactions (declarative and dynamic, expressive language, following instructions (receptive language) Writing composition, writing transcription, language, comprehension, interpreting text</p>					
<p><b>The World About Me (including RE focus)</b></p>	<p><b>The Weather &amp; Seasons – Autumn/Winter</b> Different types of weather</p>	<p><b>The Weather &amp; Seasons - Winter/Spring</b> Different types of weather</p>	<p><b>The Weather Seasons – Spring/Summer</b> Different types of weather</p>			

	<p>Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Autumn and Winter)</p> <p><b>Food</b> Sorting and classifying foodstuffs Merits of healthy and unhealthy foods Importance of food within cultural and religious festivals – in India, Mexico and Italy</p> <p><b>RE festival linked to this season</b> <b>(Remembrance Day / Harvest / Diwali / Hanukkah / Christmas)</b></p>	<p>Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Winter and Spring)</p> <p><b>Change, history and the passing of time</b> How The Vikings lived a long time ago</p> <p><b>RE festival linked to this season</b> <b>(Bhodi / Mother’s Day / May Day / Chinese New Year / Holi / Easter)</b></p>	<p>Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Spring and Summer)</p> <p><b>Water</b> Exploring water and water-based play</p> <p><b>RE festival linked to this season</b> <b>(Father’s Day / Summer Fete / Ramadan)</b></p>
<p><b>My Independence (and Life Skills)</b></p>	<p><b>My Cooking / Healthy living</b> Health and Safety in the kitchen Making basic foods and drinks Healthy living and healthy eating</p> <p><b>My Dressing &amp; Undressing</b> Getting ready in the mornings Personal hygiene Understanding washing and getting dressed Being safe and private when getting dressed around others Self-help skills – fastenings, zips, buttons etc.</p> <p><b>My Travel Training</b> To move around the school environment safely</p>	<p><b>My Cooking / Food preparation</b> Health and Safety in the kitchen Making basic foods and drinks Healthy living and healthy eating</p> <p><b>My Dressing &amp; Undressing</b> Understanding washing and getting dressed Being safe and private when getting dressed around others Self-help skills – fastenings, zips, buttons etc.</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 Travel Training</b> <b>(temporarily disrupted due to Covid-19)</b></p>	<p><b>My Cooking / Events</b> Health and Safety in the kitchen Making basic foods and drinks Healthy living and healthy eating Preparing a healthy menu for a social event</p> <p><b>My Dressing &amp; Undressing</b> Understanding washing and getting dressed Being safe and private when getting dressed around others</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 Travel Training</b> <b>(temporarily disrupted due to Covid-19)</b></p>

<p><b>My Art</b></p>	<p><b>My Creativity</b></p>	<p><b>Collage – faces and everyday objects using line and form</b>                  Encountering differing artists who use food, junk etc. to create images of faces.                  Exploring the work of differing artists who use their wider imagination to create images of faces.                  Developing understanding and creating facial collages</p> <p>Exploring artists who use a range of mediums to create images of faces: Picasso, Van Gogh, Andy Warhol etc.</p> <p><b>Artist reference – Paul Klee</b>  <b>Focus on the story <i>The Cat and The Bird</i></b></p>	<p><b>Collage – Textiles</b>                  Encountering differing textures                  Developing understanding of different textures                  Experimenting with different textures                  Creating Viking long boats</p> <p><b>Artist reference – Miro</b>  <b>Making a vase or jug from recycled objects and modelling the shape using Modroc</b></p>	<p><b>Print Making – explorative mark making using pattern and texture</b>                  Encountering simple printing                  Exploring printed rubbings                  Developing understand of tie dye                  African tribal/ animal printing and tie-dye                  African animal masks</p> <p><b>Junk modelling: Mini beasts</b>  <b>Artist Reference – Cezanne Landscapes</b></p>
<p><b>My Drama</b>  <b>My Dance</b>  <b>My Music</b></p>		<p><b>Will be themed around the transport/ circus</b>  <b>Sing and Sign: Christmas songs</b></p>	<p><b>Will be themed around the transport/ circus</b>  <b>Sing and Sign Musicals: The Greatest Showman</b></p>	<p><b>Will be themed around transport/ circus</b>  <b>Sing and Sign: Lion King</b></p>
<p><b>My Play and Leisure</b></p>	<p><b>Structured play</b>                  Structured group play                  Games to develop turn taking                  Movement through small group games                  Board games and card games</p>	<p><b>Free play</b>                  Free choice play activities                  Focus on functional play where specific toys used for a specified purpose</p>	<p><b>Socio-dramatic play</b>                  Solitary play (theme-related session with items to explore), then parallel play focusing on sharing, turn taking and co-operation                  Developing imaginative play</p>	
<p><b>My Thinking and Problem Solving</b></p>	<p><b>Arithmetic and Money</b>                  Coin recognition, place value, ordering                  Money – working out how much items cost                  Using money in practical contexts</p>	<p><b>Arithmetic and Measure</b>                  Measure – weight, length and capacity                  Statistics – using and handling data                  Recognising and identifying numbers</p>	<p><b>Arithmetic and Shape</b>                  2D and 3D Shape                  Time                  Recognising and identifying numbers</p>	
<p>Thinking and problem solving activities ongoing through all units                  Cognition skills – responding to stimulus, cause and effect, control, joining links, working memory, sequencing and pattern</p>				
<p><b>My Outdoor School</b></p>	<p><b>Activities/tasks to encourage recognition of similarities and differences</b>                  Identifying and sorting different groups of plants and flora                  Leaf art</p>	<p><b>Activities/tasks to encourage wildlife around the school environment</b>                  Making bird boxes                  Creating a bug hotel</p>	<p><b>Activities/tasks to appreciate nature and wildlife</b>                  Making a Sensory Nature Journal                  Monitoring of garden/forest areas                  Sensory learning: listen, touch, smell, see</p>	

		Identifying flowers that encourage bees and butterflies (planting them)	Collating images Poetry about nature Interesting facts
<b>My Physical Wellbeing</b>	<p><b>PE, sport and games</b> Team games, fitness &amp; health Creating own games</p> <p><b>Mental health and wellbeing</b> Circle time and achievements of the day To recognise and value one’s self To recognise and accept similarities and differences</p> <p><b>Aquatics</b> Water safety, pool routine and environment</p>	<p><b>PE, sport and games</b> Team games, fitness &amp; health Creating own games</p> <p><b>Mental health and wellbeing</b> To relax and regulate emotions To identify different emotions in self and others Sharing with others and finding people with similar interests to yours</p> <p><b>Aquatics</b> Water sensory processing through water-related activities e.g. floating and gentle submerging</p>	<p><b>PE, sport and games</b> Team games, fitness &amp; health Creating own games Sports Day</p> <p><b>Healthy eating and life style</b> To explore and identify healthy and unhealthy food To explore the concept of a healthy life style</p> <p><b>Aquatics</b> Consolidating and adapting learnt water skills through sensory water games</p>
	<p>Rebound, sensory diet and nurture sessions throughout the term Zones of regulation, emotions and feelings, celebrating achievements and relaxation</p>		
<p><b>Subject-specific lessons in EQUALS Maths, English and Science, IT, PSHCE and RE that are adapted from the National Curriculum</b> <b><i>Beech/Chestnut groups only except IT (all groups)</i></b></p>			
<b>Subject-specific Maths Beech/Chestnut</b>	<p>Number and place value Addition and subtraction &amp; problem solving using same Problem solving and thinking skills/ working memory</p>		
	<p><b>Focus Topics:</b> Multiplication and division Measure – time including time problem solving</p> <p>Fractions Measure – length</p>	<p><b>Focus Topics:</b> Geometry – 2D/ 3D shape Position and direction</p> <p>Measure – money including problem solving with money</p>	<p><b>Focus Topics:</b> Measure – weight and capacity</p> <p>Statistics – collecting, using and handling data</p>
<b>Subject-specific English</b>	<p><b>Reading and Writing</b> <i>(Understanding and interpreting texts)</i></p>	<p><b>Spoken Language and Communication</b> <i>(Speaking, Listening, Responding and Discussion)</i></p>	<p><b>Spoken Language and Communication</b> <i>(Speaking, Listening, Responding and Discussion)</i></p>

<b>Beech/Chestnut</b>	Non-fiction – using books to find out information Lessons on functional skills from the formal curriculum Reporting on events  Fiction – Reading comprehension. Developing story Using and writing scripts – functional skills	Fiction – Reading comprehension Non-fiction – using books to find information Exploring poetry Discussion and debate  Fiction – Reading comprehension Discussion and debate	Fiction – Reading comprehension Non-fiction – using books to find information  <b>Reading and Writing</b> <i>(Understanding and interpreting texts)</i> Fiction – Reading comprehension Non-fiction – using books to find information Letter writing
	Drama		
<b>Subject-specific Science Beech/Chestnut</b>	<b>Focus Topics:</b> Earth and Space Properties and Change of State	<b>Focus Topics:</b> Forces and Magnets Everyday Materials	<b>Focus Topics:</b> Mini-beasts and Plants Humans including animals
<b>Subject-specific IT All groups</b>	<b>Focus Topics:</b> (All groups) : Keyboard / Mouse / iPad skills (Hazel, Maple): Sensory IT (Beech): Internet Safety / Searching Skills	<b>Focus Topics:</b> (All groups) : Keyboard / Mouse / iPad skills (Hazel, Maple): Sensory IT (Beech): Internet Safety / Searching Skills	<b>Focus Topics:</b> (All groups) : Keyboard / Mouse / iPad skills (Hazel, Maple): Sensory IT (Beech): Internet Safety / Searching Skills
<b>Subject-specific PSHCE Beech/Chestnut</b>	<b>Recovery curriculum</b> Returning to school, Covid-19, our new normal  <b>Celebrating difference</b> British values, Exploring the community	<b>Dreams and Goals</b> Dreams and aspirations, What kind of person do we want to be  <b>Healthy me</b> Healthy eating, personal hygiene, looking after my personal belongings and environment	<b>Relationships</b> Friendships, family, groups that I belong to  <b>Changing me</b> RSE
<b>Subject-specific RE Beech/Chestnut</b>	<b>Focus topics:</b> <b>Christianity</b> – Harvest <b>Hinduism</b> – Diwali <b>Judaism</b> – Hanukkah <b>Christianity</b> – Christmas	<b>Focus topics:</b> Chinese New Year <b>Hinduism</b> – Holi <b>Christianity</b> – Easter	<b>Focus topics:</b> <b>Islam</b> – Eid festivals