

<p>The rationale underpinning our informal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p>The informal 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</p> <p>Students working within the informal curriculum are provided with every opportunity to develop their Functional Communication skills.</p>						
Assessment	<p>Learning Outcomes linked directly to EHCP targets using the Dorin Park informal assessment frameworks. If required, some pupils will also be assessed against the engagement model and pre-key stage standards. <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
Key	Autumn Term		Spring Term		Summer Term	
Themes	Family	Winter	Under the sea	Farm	Jungle	Seaside
My Communication	<p>The 3Ms (Motivation, Means and Mate) is the fundamental basic for communication: 1. A motivation (a reason) for communicating; 2. A means (a method) of communicating; 3. Someone (a partner or partners) to communicate to.</p> <p style="text-align: center;">These key elements are driven through the following focused activities: Imperative Communication and Formal Social Interactions Peer to Peer Communications Activities to support the expressive communication Communication games and activities AAC</p> <p>Communication at this stage is process-based rather than skill-based; that is, learners will learn the process of communication by communicating. We complete this using visuals and symbols, signs and intensive interaction.</p>					
My Sensory Play	<p>To build up tolerance levels, confidence and acceptance to different stimuli when presented in play activities.</p> <p style="text-align: center;">To build up on the 5 levels of play and build on social interaction and flexibility of thought: Sensorimotor Play, Relational Play, Functional Play, Symbolic Play, Socio-dramatic Play</p> <p style="text-align: center;">To build up on the 5 social dimensions of play: Solitary, Parallel, Shared, Turn-taking, Co-operative</p> <p style="text-align: center;">Space (Prepositions), shape, measure, number and direction through Discovery Play Turn-taking and continuous provision</p>					
	Social interaction		Problem solving		Development of play	

<p>My Independence</p>	<p>My Cooking / Food Technology Health and Safety in the kitchen Making basic foods and drinks linked to topic and festivals. Healthy living and healthy eating</p> <p>My Shopping Role play and modelling of how to make a list, use a list and how to exchange money Weekly visit to Aldi Supermarket</p> <p>My Dressing & Undressing Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others</p> <p>My Travel Training To move around the school safely</p>			
	<p>My Art</p>	<p>Drawing – Line and space – Mark making and the use of hands and feet.</p>	<p>Collage – Using colour – coloured collage and layering.</p>	<p>Texture – differing textures (rubbing, scraping, scratching)</p>
	<p>My Drama My Dance</p>	<p>My Creativity</p>	<p>Drama and dance sensory experience linked to my family and winter Interactive drama games, sensory experiences and items, developing a sense of play by modelling excitement. Engage with real items and respond to sensory aspects. Interactive movement and sound games, copying gestures and experimenting with body shapes.</p>	<p>Drama and dance sensory experience linked to under the sea and farm Interactive drama games, sensory experiences and items, developing a sense of play by modelling excitement. Engage with real items and respond to sensory aspects. Interactive movement and sound games, copying gestures and experimenting with body shapes.</p>
	<p>My Music</p>		<p>Pulse, music and movement -Making paintings with various objects to music. Rhythm - song and movement Exploring sounds and characters Timbre –Story time with sound effects Texture –Soundboard Sensory Stories Identifying and describing pitch Pitch – Changes in pitch – moving to the pitch Timbre – Experience different musical sounds</p> <p>Nativity</p>	<p>Pulse, music and movement -Making paintings with various objects to music. Rhythm - song and movement Exploring sounds and characters Timbre –Story time with sound effects Texture –Soundboard Sensory Stories Identifying and describing pitch Pitch – Changes in pitch – moving to the pitch Timbre – Experience different musical sounds</p> <p>Easter</p>

<p>My Outdoor Learning</p>	<p>Focus: Orienteering Promote free exploration and investigation Begin to use positional language with visual support.</p>	<p>Focus: creativity Mini- beasts within the forest school area.</p>	<p>Focus: wilderness explorers Supported construction of tripod structures. (mini den building)</p>	<p>Focus: environmental awareness Plant Spring bulbs and watch them grow.</p>	<p>Focus: making a fire Contribute to fire lighting by gathering fuel.</p>	<p>Focus: using tools and problem solving. Continuation of the use of basic tools, peelers, hammer</p>
<p>My Physical Wellbeing</p>	<p>Focus: to move through different environments, moving their body from one place to another.</p> <p>Fundamentals of movement: Locomotor skills- Jumping. Jump off the bottom stair. Jump over a line on the floor. Jump with two feet from a stationary position approximately 60 centimetres. Lands without falling over</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section d- emerging.</p> <p>Bikes: To steer and turn while gliding using a 3- wheel bike- Emerging. Learn to ride a bike with pedals using a 3- wheel bike- Emerging.</p> <p>Aquatics: Water safety.</p>		<p>Focus: Exploring different body movements using hand held and large apparatus. To develop gross and fine motor skills.</p> <p>Fundamentals of movement: Manipulative skills- catching. Explore catching in different ways involving a variety of balls. Catch a large soft ball on extended arms.</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section d- developing.</p> <p>Bikes: To steer and turn while gliding using a 3- wheel bike- developing. Learn to ride a bike with pedals using a 3- wheel bike- developing.</p> <p>Aquatics: Submerging/breathing control. Travel under a hoop/rope to submerge body- developing.</p>		<p>Focus: Exploring different movements using large apparatus, balancing, rolling, jumping, travelling.</p> <p>Fundamentals of movement: Stability skills- Landing skills. Land on feet from a variety of jumps and jumps off low obstacles.</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section d- secure.</p> <p>Bikes: To steer and turn while gliding using a 3- wheel bike- secure. Learn to ride a bike with pedals using a 3- wheel bike- Secure.</p> <p>Aquatics: Water fun and games. Travel under a hoop/rope to submerge body- secure. I know how to enter and exit the pool safely with prompts- secure.</p>	

	Travel under a hoop/rope to submerge body-emerging. I know how to enter and exit the pool safely with prompts- emerging.	I know how to enter and exit the pool safely with prompts- developing.	
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