

<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 learner's 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	Space	Magic	Transport	Circus	Mini beasts	Out of Africa
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>These key elements are driven through the following focused activities:</p> <p>Imperative Communication such as 'I want' communications and expressing wants and needs Declarative Communications such as greeting familiar peers and staff Formal Social Interactions Peer to Peer Communications Activities to support learners' expressive communication Communication games and activities AAC Attention Autism Sessions Sensory Stories</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. The classroom environment is themed around our topic or an event and communication is embedded throughout the curriculum.</p> <p>Pupils will also engage in a daily session of functional literacy skills and phonic related activities individually appropriate for each learner.</p>					
My Play and Leisure	<p>To build up tolerance levels, confidence and acceptance to different stimuli when presented in play activities.</p> <p>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>To build up on the 5 social dimensions of play: Solitary, Parallel, Shared, Turn-taking, Co-operative.</p> <p>Play opportunities include sand and water play, heuristic play, explorative food play, kinaesthetic play, conventional toy-based and sensory play activities.</p>					

EQUALS Informal Long-Term Plan – Primary 2025-26 (Pear)

	<p>Pupils will be encouraged to develop their social skills and encouraged to socialise with peers and staff around school, for example, attending weekly wake and shakes, celebration assemblies, eating in the dinner hall and socialising with other learners on the informal curriculum during some leisure time, where appropriate to the learner.</p>
My Independence	<p>My Cooking / Food Technology</p> <p>Health and Safety in the kitchen</p> <p>To become secure in spreading, chopping and cutting skills</p> <p>Making basic foods and drinks linked to topic and festivals.</p> <p>Healthy living and healthy eating</p> <p>To take responsibility for getting the necessary equipment from their usual places and putting them back again when finished.</p> <p>To wash, dry and put away utensils.</p> <p>To wash and dry hands before cooking.</p> <p>To follow and use a recipe if appropriate to the individual learner.</p> <p>To make a squash drink</p> <p>To prepare a bowl of breakfast cereal</p> <p>Begin to use some small appliances safely such as toaster or microwave.</p> <p>My Shopping</p> <p>Role play and modelling of how to make a list, use a list and how to exchange money</p> <p>To understand that a £1 coin is a means of exchange.</p> <p>To recognise that one £1 coin will buy one snack item</p> <p>To recognise that two £1 coins will buy us two snack items</p> <p>To understand that use of a debit card is a means of exchange</p> <p>Planned visits to a Supermarket</p> <p>To shop using a shopping list</p> <p>To locate items in a supermarket</p> <p>To follow a sequence and understand the correct sequence when shopping</p> <p>To travel safely outside of school</p> <p>To buy items needed for cookery</p> <p>To use a Café or restaurant</p> <p>My Dressing & Undressing</p> <p>Develop an understanding of washing and getting dressed</p> <p>Be safe and private when getting dressed around others</p> <p>To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc</p> <p>Development of the fine and gross motor control needed</p> <p>My Travel Training</p> <p>To walk as independently as possible in school- delivering messages around the school.</p> <p>To be aware of landmarks around the school</p> <p>To walk as independently as possible outside of school- walk to the local park.</p>

EQUALS Informal Long-Term Plan – Primary 2025-26 (Pear)

		<p>To cross a minor road with support To travel safely on the bus</p>		
My Art	My Creativity	<p>Sculpture- Form shape and pattern Junk Modelling</p> <p>Explore the process of papier mache</p> <p>Making and exploring salt dough</p> <p>Encountering and shaping clay</p> <p>Creating pieces of Art linked to our half termly topics and events and celebrations such as Halloween, Bonfire Night and Christmas etc.</p>	<p>Textiles- Patters and Textures that are all around us. To experience using differing materials</p> <p>To explore and tolerate different textures</p> <p>To encounter the process of collage to create tactile tiles/panels.</p> <p>Exploring the patterns and textures that are all around us.</p> <p>Creating pieces of Art linked to our half termly topics and events and celebrations such as Valentine’s Day, Chinese New Year, Easter etc.</p>	<p>Drawing- Line and Space Encountering mark making and the use of hands and feet to create line and space.</p> <p>Exploring fine motor movement and mark making</p> <p>Encountering and exploring line and space</p> <p>Encountering drawing faces</p> <p>Exploring how parts of the face look separately and together.</p> <p>Creating pieces of Art linked to our half termly topics and events and celebrations such as Summer,</p>
My Drama My Dance		<p>Drama and dance sensory experiences and play opportunities.</p> <p>Intensive Interaction, sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking Rhymes, Movement Games, Interactive songs, Parachute Games, Messy play, songs for interaction, copying actions, massage and tactile play and sensory play</p> <p>Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing.</p> <p>Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.</p>	<p>Drama and dance sensory experiences and play opportunities.</p> <p>Intensive Interaction, sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking Rhymes, Movement Games, Interactive songs, Parachute Games, Messy play, songs for interaction, copying actions, massage and tactile play and sensory play</p> <p>Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing.</p> <p>Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.</p>	<p>Drama and dance sensory experiences and play opportunities.</p> <p>Intensive Interaction, sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking Rhymes, Movement Games, Interactive songs, Parachute Games, Messy play, songs for interaction, copying actions, massage and tactile play and sensory play</p> <p>Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing.</p> <p>Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.</p>
My Music		<p>Focus- Exploring Exploring different instruments, music, rhythms, tempos, resonance boards, songs.</p>	<p>Focus- Collaborative Learning Repeating rhythms, call and response, establishing simple rhythms, songs with repeated refrain, conducting a group of peers and giving instructions</p>	<p>Focus- Listening and Performing Being exposed to music and different genres of music, using music to relax and regulate, using music for guided meditation and yoga. Building</p>

EQUALS Informal Long-Term Plan – Primary 2025-26 (Pear)

		<p>All music sessions will give learners the opportunity too;</p> <ul style="list-style-type: none">• Listen and attend to music• Explore emotional experiences• Engage with the world around us<ul style="list-style-type: none">• Use music to self-regulate• Extending fine and gross motor skills• Exploring social engagement through a sense of togetherness and belonging• Develop social interaction and connection skills<ul style="list-style-type: none">• Share joint experiences with others• Make independent decisions• Taking control of one's own learning• Extending cognitive development	and responding to instructions, singing and shared enjoyment of music.		confidence in music, build up to perform at a school production.	
			<p>All music sessions will give learners the opportunity too;</p> <ul style="list-style-type: none">• Listen and attend to music• Explore emotional experiences• Engage with the world around us<ul style="list-style-type: none">• Use music to self-regulate• Extending fine and gross motor skills• Exploring social engagement through a sense of togetherness and belonging• Develop social interaction and connection skills<ul style="list-style-type: none">• Share joint experiences with others• Make independent decisions• Taking control of one's own learning• Extending cognitive development			
My Outdoor Learning	<p>Focus: Environmental Awareness</p> <p>Plant spring bulbs and watch them grow.</p>	<p>Focus: Orienteering</p> <p>Devise a simple map and use basic symbols in a key.</p>	<p>Focus: making a fire.</p> <p>Be safe around, a fire.</p>	<p>Focus: using tools and problem solving.</p> <p>Continuation of the use of basic tools, peelers, hammer</p>	<p>Focus: creativity</p> <p>Mini- beasts within the forest school area in summer.</p>	<p>Focus: wilderness explorers</p> <p>Erect a lean to shelter, with support. Stories in den linked to summer.</p>
	<p>To prepare for the outdoor school</p> <p>To be open to advice on the selection of suitable clothing and footwear</p>	<p>To prepare for the outdoor school</p> <p>To be open to advice on the selection of suitable clothing and footwear</p>	<p>To approach an open fire and be comfortable with the experience.</p> <p>To be aware of the dangers of an open fire and treat it with respect.</p>	<p>To approach an open fire and be comfortable with the experience.</p> <p>To be aware of the dangers of an open fire and treat it with respect.</p>	<p>To explore the outdoor school environment using all my senses</p>	<p>To explore the outdoor school environment using all my senses</p>

EQUALS Informal Long-Term Plan – Primary 2025-26 (Pear)

<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:</p> <p>Locomotor skills- Jump safely (knees bent). Perform star jump, pencil jump, bunny hop.</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 2 section a- emerging.</p> <p>bikes: To further develop steer and turn while gliding using a 2- wheel bike.</p> <p>To further develop riding a bike with pedals using a 2- wheel bike.</p> <p>Aquatics: Water confidence.</p> <p>Submerge myself using support from the bar and touch the pool floor- emerging.</p>	<p>Focus: Exploring different body movements using hand held and large apparatus. Striking aims including throwing, catching and ball/bat activities. Aim skills and hand and eye co-ordination.</p> <p>Fundamentals of movement:</p> <p>Manipulative skills- Some accuracy in strength and direction of throw</p> <p>Throw in changing environments, like throwing to a moving target.</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 2 section a- developing.</p> <p>bikes: To further develop steer and turn while gliding using a 2- wheel bike.</p> <p>To further develop riding a bike with pedals using a 2- wheel bike.</p> <p>Aquatics: Floating fun.</p> <p>Submerge myself using support from the bar and touch the pool floor- developing.</p>	<p>Focus: Exploring body movements using large apparatus, jumping, rolling, balancing in different ways. Exploring balancing on and off the apparatus.</p> <p>Balance on and off apparatus.</p> <p>Fundamentals of movement:</p> <p>Stability skills-</p> <p>Confidence and control in landing comfortably and safely in even in changing or unpredictable situations. Can hold balance on landing.</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 2 section a- secure.</p> <p>bikes: To further develop steer and turn while gliding using a 2- wheel bike.</p> <p>To further develop riding a bike with pedals using a 2- wheel bike.</p> <p>Aquatics: Water fun and games.</p> <p>Submerge myself using support from the bar and touch the pool floor- secure.</p>
-------------------------------------	--	--	---