

The rationale underpinning our Informal curriculum:

The Rochford Review and consideration of the research of effective pedagogy for pupils with SEND

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

Students working within the Informal curriculum are provided with every opportunity to develop their Functional Communication skills.

Assessment	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>					
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: 'I want' communications and expressing wants To build up a bank of likes and dislikes to establish a motivation</p> <p>Declarative Communication: to be part of a greeting, i.e., 'hello'</p> <p>Formal Social Interactions with Familiar People: to respond to a greeting from a familiar person</p> <p>Non-Verbal Behavioural Communication: to positively share attention with a staff member To communicate no appropriately</p> <p>Peer to Peer Communications: cross curricula with My Play and Leisure</p> <p>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, symbols, Makaton signs, Talking Tiles 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 communication consistently throughout the day. A daily session of phonic related activities which are appropriate for each learner will take place daily.</p>
<p>My Play and Leisure</p>	<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:</p> <p>Sensorimotor Play: exploration through senses – sight/taste/smell/sound/touch Water/sand/food/shredded paper/edible dough</p> <p>Relational Play: exploration through object properties – bounce/squeeze/sound Ball/playdough/toy based</p> <p>Functional Play: an object is used for purpose Cars/trains/dolls/animal figures</p> <p>Symbolic Play: When actions come in to play arms extended for plane movement</p> <p>Socio-dramatic Play: Drama Dressing up and re-enacting</p> <p><i><u>Willow class will primarily focus on the first three levels of play with having opportunities to develop further.</u></i></p> <p>To build up on the 5 social dimensions of play:</p> <p>Solitary: own play</p> <p>To be observed by staff members prior to building on skills for acceptance of others.</p> <p>Parallel: accepting others alongside</p> <p>Staff to model/join in play alongside pupils to further support skills being built</p> <p>Shared: to acknowledge others playing in same play Accepting others in sharing resources and joining in with same play</p> <p>Turn-taking: to begin to cooperate with others during play My turn first then yours - through a range of play skills</p> <p>Co-operative: direct engagement Board games</p> <p>Opportunities of play Explorative play/toy based /kinaesthetic play/physical play/Heuristic Play</p> <p><i><u>Willow class will primarily focus on the first 3 dimensions of play with having opportunities to develop further.</u></i></p>

	Pupils will be encouraged to develop their social skills and encouraged to socialise with peers and staff around school, for example, during some leisure time, where appropriate to the learner such as outdoor play times.
My Independence	<p>My Cooking / Food Technology</p> <p>Basic Food Hygiene</p> <ul style="list-style-type: none"> To wash and dry hands To wear an apron To not mouth cutlery To not touch others food <p>Health and Safety in the kitchen</p> <ul style="list-style-type: none"> To take responsibility for collecting the necessary equipment from their usual places and putting them back again when finished. Begin to use some small appliances safely such as toaster. Begin to use cutlery for spreading and chopping <p>Skills</p> <ul style="list-style-type: none"> To become secure in spreading, chopping and cutting skills Making basic foods and drinks linked to topic and festivals. Healthy living and healthy eating <p>Opportunities</p> <ul style="list-style-type: none"> To make a squash drink To prepare a bowl of breakfast cereal to make own toast <p>My Shopping</p> <ul style="list-style-type: none"> Role play and modelling of how to make a list, use a list and how to exchange money – class based To understand that a £1 coin is a means of exchange. To recognise that one £1 coin will buy one snack item To recognise that two £1 will buy two snacks Planned visits to a Supermarket – to begin mid-Autumn term 1 To visit the Café or restaurant to purchase a snack To shop using a shopping list To locate items in a supermarket To follow a sequence and understand the correct sequence when shopping To travel safely outside of school To buy items needed for cookery <p>My Dressing & Undressing</p> <ul style="list-style-type: none"> Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc

		Development of the fine and gross motor control needed		
		<p>My Travel Training</p> <p>To walk as independently as possible in school- delivering messages around the school/transitioning to different areas of the school. <i>Bus to class/class to playground/class to hall/class to sensory room</i> To be aware of landmarks around the school <i>Name rooms as passing such as office/hall/sensory room</i> To walk as independently as possible outside of school- walk to the local park. To cross a minor road with support To travel safely on the bus</p>		
My Art	My Creativity	<p>Sculpture- Form shape and pattern</p> <p>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, Diwali and Christmas etc.</p>	<p>Textiles- Patterns and Textures that are all around us.</p> <p>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</p> <p>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		<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>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>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>
My Dance				

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

		Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing. Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.	Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing. Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.	Wake and shake- waking up the body by copying actions to the songs and cooling down our bodies after dancing. Regular brain and movement breaks- dances such as freeze dance and action songs to support pupil regulation.		
My Music		Focus- Exploring Exploring different instruments, music, rhythms, tempos, resonance boards, songs. All music sessions will give learners the opportunity too <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 own learning• Extending cognitive development	Focus- Collaborative Learning Repeating rhythms, call and response, establishing simple rhythms, songs with repeated refrain, conducting a group of peers and giving instructions and responding to instructions, singing and shared enjoyment of music. All music sessions will give learners the opportunity too <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 own learning• Extending cognitive development	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 confidence in music, build up to perform at a school production. All music sessions will give learners the opportunity too <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 own learning• Extending cognitive development		
		Focus: Environmental Awareness Plant spring bulbs and watch them grow. To prepare for the outdoor school	Focus: Orienteering Devise a simple map and use basic symbols in a key. To prepare for the outdoor school	Focus: making a fire. Be safe around, a fire. To approach an open fire and be comfortable with the experience.	Focus: using tools and problem solving. Continuation of the use of basic tools, peelers, hammer To approach an open fire and be comfortable with the experience.	Focus: creativity Mini- beasts within the forest school area in summer. To explore the outdoor school environment using all my senses

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	To be open to advice on the selection of suitable clothing and footwear	To be open to advice on the selection of suitable clothing and footwear	To approach an open fire and be comfortable with the experience. To be aware of the dangers of an open fire and treat it with respect.	To be aware of the dangers of an open fire and treat it with respect.		
My Physical Wellbeing	<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 handheld 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>			