

EQUALS Informal Long-Term Plan – 2026-27 (Pear)

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	Colour	Festivals	A long time ago	New life	Fairy tales	Holidays
My Communication	My Communication 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. These key elements are driven through the following focused activities: 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 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.					
Daily Functional Literacy Skills/ Phonics	Daily Functional Literacy Skills/ Phonics Pupils will also engage in a daily session of functional literacy skills and phonic related activities individually appropriate for each learner. - Signs in the community - Colourful Semantics - Blank levels - Listening activities- listen and do/ listen and colour - Narrative and sequencing- Sequencing real life situations - Sign of the week - Expressive communication - Environmental sounds - Pre phonic skills – environmental/ instrumental and animal sounds, body percussion, rhythm and rhyme, alliteration, voice sounds					

My Play and Leisure	To build up tolerance levels, confidence and acceptance to different stimuli when presented in play activities. 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 To build up on the 5 social dimensions of play: Solitary, Parallel, Shared, Turn-taking, Co-operative. Play opportunities include sand and water play, heuristic play, explorative food play, kinaesthetic play, conventional toy-based and sensory play activities. 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.
My Independence	My Cooking / Food Technology Health and Safety in the kitchen To become secure in spreading, chopping and cutting skills Making basic foods and drinks linked to topic and festivals. Healthy living and healthy eating To take responsibility for getting the necessary equipment from their usual places and putting them back again when finished. To wash, dry and put away utensils. To wash and dry hands before cooking. To follow and use a recipe if appropriate to the individual learner. To make a squash drink To prepare a bowl of breakfast cereal Begin to use some small appliances safely such as toaster or microwave.- To be able to deal with burns to the skin To make toast independently To use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary. To use a spreading knife or a rocker knife to slice and chop soft fruit into a fruit salad My Shopping Role play and modelling of how to make a list, use a list and how to exchange money 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 coins will buy us two snack items To understand that use of a debit card is a means of exchange Planned visits to a Supermarket 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 To use a Café or restaurant My Dressing & Undressing 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 To understand the link with personal hygiene To be aware of own safety and privacy when dressing and undressing My Travel Training To walk as independently as possible in school- delivering messages around the school. To be aware of landmarks around the school 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		
My Art	My Creativity	Drawing – Line and space – Mark making and the use of hands and feet. Making large-scale marks with hands and feet in paint on rolls of paper. Exploring footprints and handprints using different sensory trays and creating lines and patterns in shaving foam, sand, flour, or sensory trays. Drawing to music, making fast, slow, curved, and zig-zag lines in response to different sounds. Using fingers to trace lines, shapes, and patterns in paint or sensory materials. Rolling toy cars, balls, or natural objects through paint to create tracks and marks. Exploring mark making outdoors using water and large brushes on walls, playgrounds, or fences. Making collaborative murals where pupils contribute marks using hands, feet, sponges, rollers, or brushes. Creating patterns by stamping with hands, feet, fruit, leaves, or textured objects. Exploring different drawing tools such as chunky crayons, paint sticks, chalks, sponges, and rollers. Investigating cause and effect by dragging hands, feet, or objects through paint to create different marks. Creating pieces of Art linked to our half termly topics and events and celebrations such as Halloween, Bonfire Night and Christmas etc.	Collage – Using colour – coloured collage and layering Sorting and selecting collage materials by colour. Layering coloured tissue paper to explore colour mixing and transparency. Making seasonal collages using coloured paper, fabric, natural materials, and found objects. Tearing and sticking coloured paper to create pictures, patterns, and textures. Creating rainbow collages by arranging materials in colour order. Layering photographs, printed images, and paper shapes to create mixed-media artwork. Creating self-portraits or favourite objects using coloured collage materials. Exploring shape and space by overlapping and arranging cut-out shapes. Using digital images alongside physical materials to create mixed-media collages Creating pieces of Art linked to our half termly topics and events and celebrations such as Valentine's Day, Chinese New Year, Easter etc.	Texture – differing textures (rubbing, scraping, scratching) Creating texture rubbings using crayons over textured surfaces such as leaves, coins, bricks, fabric, or tree bark. Exploring texture through the use of fabric, foil, feathers, card, felt, and textured papers. Scraping paint with combs, cardboard, palette knives, and textured tools to create patterns and lines. Scratching into paint, clay, or scratch-art paper to reveal marks and designs. Exploring textured materials such as bubble wrap, corrugated card, foil, fabric, sandpaper, and natural objects. Creating sensory collages using materials with contrasting textures. Investigating how different tools produce different marks and effects. Printing with textured objects to create repeated patterns. Exploring wet and dry materials, comparing how they feel and respond to touch. Making texture trails and collections from classroom and outdoor environments. Creating pieces of Art linked to our half termly topics and events and celebrations such as Summer,

My Drama and My Dance		Drama and dance sensory experiences and play opportunities. 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 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.	Drama and dance sensory experiences and play opportunities. 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 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.	Drama and dance sensory experiences and play opportunities. 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 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; • Listen and attend to music • Explore emotional experiences • Engage with the world around us • 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 • Share joint experiences with others • Make independent decisions • Taking control of one's 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; • Listen and attend to music • Explore emotional experiences • Engage with the world around us • 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 • Share joint experiences with others • Make independent decisions • Taking control of one's 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; • Listen and attend to music • Explore emotional experiences • Engage with the world around us • 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 • Share joint experiences with others • Make independent decisions • Taking control of one's own learning • Extending cognitive development

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My Outdoor Learning	Focus: Orienteering Promote free exploration and investigation Begin to use positional language with visual support.	Focus: creativity Mini- beasts within the forest school area.	Focus: wilderness explorers Supported construction of tripod structures. (mini den building)	Focus: environmental awareness Plant Spring bulbs and watch them grow.	Focus: making a fire Contribute to fire lighting by gathering fuel.	Focus: using tools and problem solving. Continuation of the use of basic tools, peelers, hammer														
PSHE/ RSE	PSHE and RSE are taught implicitly and embedded into the curriculum Following the PSHE education Planning Framework for Pupils with SEND Learning opportunities are presented through a series of progressive stages, beginning with Encountering and continuing through to Enhancement. Each stage builds upon the skills, knowledge, and understanding developed in the previous stage, while allowing pupils to access learning at the level most appropriate to their individual needs. This progression assumes that learners have achieved the outcomes of earlier stages, with subsequent stages providing opportunities to deepen understanding, develop greater independence, and introduce new or more advanced learning. Pupils in Pear Class are accessing learning across the Encountering, Exploring, and Foundation pathways, with some pupils beginning to engage with aspects of the Core curriculum. Learning is carefully tailored to individual needs, enabling each pupil to progress at a pace that reflects their strengths, interests, and stage of development. <table> <tr> <th>Encountering</th><th>Exploring</th><th>Foundation</th><th>Core</th><th>Development</th><th>Enrichment</th><th>Enhancement</th></tr> <tr> <td>Effective engagement in the learning process</td><td>Exploring key themes of learning</td><td>Underpinning learning</td><td>Fundamental learning elements</td><td>Increasing understanding of learning</td><td>Deepening an application of learning</td><td>Applying learning in different contexts</td></tr> </table>						Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement	Effective engagement in the learning process	Exploring key themes of learning	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening an application of learning	Applying learning in different contexts
Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement														
Effective engagement in the learning process	Exploring key themes of learning	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening an application of learning	Applying learning in different contexts														
	Self-awareness (Me, who I am, my likes, dislikes, strengths and interests) Things we are good at Kind/unkind behaviours People who are special to us Getting help	Self-care, support and safety (Looking after myself and keeping safe, including online) Taking care of ourselves Keeping safe Public/private spaces	Managing feelings (Understanding feelings, emotion regulation skills, and how feelings can affect choices and behaviour) Identifying and expressing feelings Managing strong feelings	Changing and growing (How I and others are changing; new opportunities and responsibilities; managing puberty and reproductive health) Baby to adult Changes at puberty	Healthy lifestyles (Being and keeping healthy, physical activity, food choices and hygiene routines) Healthy eating Being active Keeping well	The world I live in (Managing money and aspirations for work; living confidently in the wider world) Jobs people do Money Taking care of the environment														

My Physical Wellbeing	Focus: to move through different environments, moving their body from one place to another. 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 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. Rebound: grade 1 section d- emerging. 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. Aquatics: Water safety. Travel under a hoop/rope to submerge body- emerging. I know how to enter and exit the pool safely with prompts- emerging.	Focus: Exploring different body movements using hand held and large apparatus. To develop gross and fine motor skills. Fundamentals of movement: Manipulative skills- catching. Explore catching in different ways involving a variety of balls. Catch a large soft ball on extended arms. 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. Rebound: grade 1 section d- developing. 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. Aquatics: Submerging/breathing control. Travel under a hoop/rope to submerge body- developing. I know how to enter and exit the pool safely with prompts- developing.	Focus: Exploring different movements using large apparatus, balancing, rolling, jumping, travelling. Fundamentals of movement: Stability skills- Landing skills. Land on feet from a variety of jumps and jumps off low obstacles. 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. Rebound: grade 1 section d- secure. 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. 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.
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