



**St Leonard's CofE Primary
School Inclusion Base
Curriculum Pathway Document**

Learner Descriptors

Informal Pathway Learner Descriptor

An informal learner is a pupil who requires a highly personalised curriculum focused on their individual needs, communication, sensory profile, and developmental stage. Learning is centred around meaningful experiences, engagement, relationships, and the development of essential skills for communication, independence, regulation, and interaction with the world around them. These learners often benefit from a sensory-rich approach, highly structured routines, intensive interaction, and consistent support from familiar adults. Progress is recognised through small, individual steps, including increased awareness, responses, anticipation, exploration, and participation. The curriculum is designed to provide meaningful opportunities for learners to develop their confidence, autonomy, and ability to engage with others and their environment.

Semi-formal Pathway Learner Descriptor

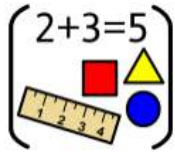
A semi-formal learner is a pupil who benefits from a structured and personalised curriculum that sits between a formal subject-based approach and a fully individualised sensory curriculum. These learners are developing their understanding of the world around them and are able to engage with learning through carefully adapted activities, routines, and experiences. They may be beginning to develop early subject knowledge, communication skills, independence, and problem-solving abilities through meaningful contexts. Learning is supported through visual structures, repetition, familiar routines, and appropriate levels of adult support. Semi-formal learners benefit from opportunities to generalise skills across different environments and experiences, while developing confidence, engagement, and independence. Semi-formal learners may or may not be verbal but they are beginning to communicate functionally in their preferred method.

Formal Pathway Learner Descriptor

A formal learner is a pupil who is able to access a structured, subject-based curriculum, although they will usually be working below age-related expectations. Learning follows clear subject-specific knowledge and skills, with appropriate adaptation, scaffolding and adult support to enable pupils to make progress from their individual starting points. Formal learners are developing their ability to apply knowledge, communicate their understanding, solve problems and work with increasing independence. They may continue to access elements of the Semi-Formal Pathway where this best meets their individual needs, particularly in areas such as communication, independence, social understanding and life skills.

Informal Curriculum Pathway

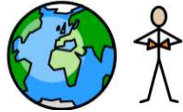


The Engagement Model 	The Informal Pathway is underpinned by the Engagement Model, recognising that progress is demonstrated through the ways pupils engage with learning rather than through subject-specific attainment alone. Teaching focuses on the five areas of engagement—exploration, realisation, anticipation, persistence and initiation—providing meaningful, personalised experiences that develop communication, understanding, independence and participation. Adults use responsive interactions, sensory experiences and a Total Communication approach to follow pupils' interests, celebrate every communicative attempt and create motivating opportunities for learning. Progress is measured through careful observation of the small but significant steps pupils make as they become increasingly engaged with people, activities and their environment. Staff adapt learning responsively, ensuring every pupil develops confidence, curiosity and the foundations for lifelong learning within a supportive and inclusive environment.
My Maths 	Mathematics within the Informal Pathway is rooted in sensory exploration, play, communication and shared experiences. Learning is personalised and delivered through engaging, motivating activities that encourage pupils to notice, respond to and interact with mathematical concepts within meaningful everyday contexts. The focus is on developing the early foundations of mathematical understanding rather than acquiring formal mathematical skills. Pupils learn through repetition, songs, sensory experiences, movement, exploration and familiar routines, supported by responsive adults who follow each child's interests and stage of development. Progress is measured through increasing engagement, attention, anticipation, curiosity, intentional responses and participation. Pupils are supported to develop awareness of mathematical concepts through their interactions with people, objects and environments, with success recognised in small but significant steps. This may include sustained attention, making choices, showing preferences, exploring resources with increasing purpose, recognising familiar routines and demonstrating early problem-solving behaviours. Teaching provides rich opportunities to develop: awareness of more, finished and all gone, anticipation within familiar routines, cause and effect, exploring quantity through sensory experiences, matching, sorting and grouping objects, early awareness of size, shape and space, noticing pattern, rhythm and repetition, experiencing one-to-one correspondence through songs, games and interactions and making choices and expressing preferences. Mathematical learning is embedded throughout the day within sensory play, music, snack time, personal care, water play, outdoor learning, movement activities, stories and classroom routines. Songs, rhymes and repetitive games provide predictable opportunities for pupils to experience counting, sequencing, turn-taking and mathematical language in enjoyable and meaningful ways. Adults use consistent language, modelling, visual supports and concrete resources to help pupils make connections between repeated experiences and emerging mathematical concepts. Teaching is responsive, allowing pupils time to explore, initiate interactions and learn through play. The Informal Pathway recognises that pupils develop at different rates. For some, this pathway provides lifelong access to meaningful mathematical experiences that support participation and independence. For others, these early sensory and engagement-based experiences establish the foundations needed to progress towards the Semi-Formal Pathway when they are developmentally ready. Our aim is for every pupil to experience mathematics as enjoyable, purposeful and accessible, developing the confidence, curiosity and early understanding that will support communication, independence and lifelong learning.

My Phonics 	We believe that every child has the right to experience reading in a way that is meaningful, enjoyable and accessible. In the Informal Pathway, phonics and early reading begin with the foundations of communication, engagement and interaction. The emphasis is on developing the skills that underpin future reading through sensory exploration, play, music, stories and shared experiences. Teaching focuses on developing shared attention, anticipation, turn-taking, listening, imitation, environmental sound awareness and enjoyment of rhythm, rhyme and repetition. These experiences form the foundations of Phase 1 phonological awareness (LW SEND Foundations for Phonics) and are embedded throughout the school day within songs, sensory stories, routines and play-based learning. Pupils are encouraged to explore in ways that are motivating and meaningful to them. Adults use responsive interaction, repetition, modelling and multisensory approaches to develop curiosity, communication and engagement with reading materials. Progress is measured through increasing engagement, sustained attention, intentional responses, participation and growing awareness of sounds, symbols, books and print. Success is recognised through the small steps pupils make in exploring, anticipating, communicating and sharing reading experiences with others. Reading is experienced as a meaningful part of everyday life. Stories, songs, rhymes and sensory storytelling provide opportunities to develop communication, make choices, express preferences and build positive relationships through shared reading experiences. Our aim is for every pupil to develop a love of books and stories while building the communication, listening and engagement skills that form the foundations of reading. For some pupils these experiences will remain the focus of their learning, while for others they provide the secure foundations needed to progress to the Semi-Formal Pathway.
My English 	We believe that literacy is a fundamental right for every child. In the Informal Pathway, English is rooted in communication, interaction and shared experiences. Our curriculum recognises that literacy begins long before reading and writing, developing through relationships, play, sensory exploration and meaningful engagement with people, objects and the world. Communication is at the heart of learning. Spoken language, gesture, signing, facial expression, objects of reference, symbols, photographs and AAC are all valued equally as meaningful ways for pupils to communicate. We presume competence and provide consistent opportunities for every pupil to express themselves, make choices and connect with others. Pupils experience rich language every day through sensory stories, songs, rhymes, poetry, music, play and shared book experiences. Stories are brought to life through movement, drama, sensory exploration and repetition, enabling pupils to anticipate familiar events, develop attention and build positive associations with books and storytelling. Early literacy focuses on the foundations of reading and writing through developing shared attention, listening, environmental sound awareness, rhythm, rhyme and enjoyment of books and print. Pupils explore books, symbols, photographs and meaningful objects within motivating and familiar contexts, while adults model language and respond to every communicative attempt. Writing develops from communication. Pupils are encouraged to make meaningful marks, explore different media, use symbols, pictures and AAC to express choices, preferences and ideas. Every communicative interaction is recognised as an important step in developing literacy. Progress is measured through increasing engagement, sustained attention, intentional communication, participation and growing awareness of books, symbols, sounds and print. Our aim is for every pupil to develop enjoyment of stories, confidence in communication and meaningful ways to express themselves. For some pupils these experiences will remain the focus of their literacy journey, while for others they provide the foundations needed to progress to the Semi-Formal Pathway.

The World About Me  Seasons, Weather, Life Cycles, Recycling	Autumn 1 Seasons and Weather Water for plants and animals	Autumn 2 Seasons and Weather Autumn Wind and Rain	Spring 1 Water for people	Spring 2 Life Cycles of Animals Seasons and Weather Spring and Snow	Summer 1 Life Cycles of Plants Recycling	Summer 2 Seasons and Weather Summer and Sun Water different states
The World About Me  History and the Passing of time	History within the Informal Pathway focuses on developing an early awareness of time, routines and change through meaningful, sensory and highly familiar experiences. Learning is rooted in pupils' own lives and supports their understanding of what is happening now, what happens next and how events unfold over time. Pupils develop their understanding through consistent daily routines, visual timetables, now-and-next boards, objects of reference and personalised communication systems. They are supported to anticipate familiar events, recognise changes in routines and develop awareness of waiting, later and finished through repeated, meaningful experiences. Learning explores the passing of time through daily routines, different times of day, days of the week, seasons and familiar annual events. Songs, stories, sensory activities, photographs and celebrations help pupils experience the changing world around them and begin to recognise significant events within their own lives and families. Progress is measured through increasing anticipation, engagement, recognition of familiar routines, responses to visual supports and growing awareness of change over time. Our aim is for every pupil to develop an understanding of time and change that supports communication, emotional security and participation in everyday life.					

The World About Me



People

Learning within the Informal Pathway focuses on developing early relationships, communication and social awareness through meaningful interactions and shared experiences. Pupils are supported to build trusting relationships with familiar adults and peers while developing an understanding of the people who are important in their lives.

Teaching is embedded within everyday routines, play, songs and social experiences. Pupils learn to recognise familiar people through photographs, objects, symbols and repeated interactions, while developing shared attention, turn-taking, joint engagement and early social communication.

Learners are encouraged to communicate preferences, make choices, greet familiar people and participate in shared activities using their preferred methods of communication, including gesture, signing, symbols, AAC and vocalisation. Adults model positive relationships, kindness and cooperation throughout the school day.

Pupils begin to develop awareness of different people within their family, school and wider community through stories, role play, visitors and practical experiences. They explore simple ways that people help and care for one another and experience belonging within their classroom and school community.

Progress is measured through increasing engagement with others, recognition of familiar people, participation in shared interactions, intentional communication and growing awareness of themselves and those around them.

Our aim is for every pupil to develop secure relationships, positive social experiences and confidence in communicating with others, providing the foundations for lifelong participation and wellbeing.

The World About Me  Food	Learning within the Informal Pathway focuses on developing early independence, participation and sensory exploration through meaningful food preparation experiences. Pupils are encouraged to engage in familiar routines, make choices and explore food using all of their senses within a safe, supportive environment. Teaching is practical and highly structured, with adults modelling each stage of activities through visual supports, objects of reference, photographs and personalised communication systems. Pupils are supported to participate in simple food preparation tasks such as pouring, stirring, spreading, mixing and assembling ingredients at a level appropriate to their developmental stage. Learners explore a wide range of foods, developing awareness of different tastes, textures, smells and appearances while communicating preferences and making choices. Food preparation activities also provide opportunities to develop shared attention, turn-taking, requesting, following familiar routines and using communication to express needs and preferences. Pupils begin to experience simple kitchen routines, including washing hands, collecting ingredients, tidying away and using equipment safely with adult support. Progress is measured through increasing engagement, participation, independence, communication, sensory tolerance and confidence within familiar food preparation activities. Our aim is for every pupil to develop positive experiences with food, increasing independence and meaningful participation in everyday routines that support lifelong wellbeing.					
The World About Me  Festivals and RE	Harvest Festival Sensory Bible Stories	Bonfire Night Remembrance Day Diwali Christmas	New Year Chinese New Year (Lunar New Year) Pancake Day	Ramadan and Eid al-Fitr Bodhi Day Holi Mother's Day Easter	May Day Sensory Bible Stories	Father's Day, Summer Fete
My Art 	Throughout the year we will also explore Christian Sensory Stories and whole school World Faith Days Art within the Informal Pathway is centred on sensory exploration, curiosity and self-expression. Pupils learn through experiencing colour, texture, shape, pattern and a wide variety of materials, with the creative process valued above the finished product. Teaching provides rich opportunities for pupils to explore, investigate, make choices and communicate through painting, drawing, printing, sculpture, collage, textiles and other tactile experiences. Adults facilitate learning by modelling, offering materials and allowing pupils the time and freedom to explore at their own pace, recognising that creativity develops through repetition, experimentation and play. Progress is measured through increasing engagement, sustained attention, sensory exploration, curiosity, participation, choice-making and intentional communication. Pupils develop confidence by encountering a wide range of creative experiences and gradually becoming more independent in selecting, using and caring for materials. Our aim is for every pupil to experience art as an enjoyable and meaningful way to communicate, explore the world and develop wellbeing, confidence and creativity.					

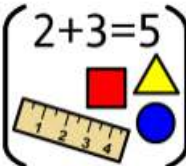
My Music 	Music within the Informal Pathway is centred on sensory exploration, communication and shared enjoyment. Pupils experience music through singing, listening, movement, rhythm and play, exploring sounds, instruments and musical experiences in ways that are motivating and meaningful to them. Teaching encourages curiosity and creativity, allowing pupils time to explore tempo, rhythm, pitch, dynamics, timbre and texture through repetition, experimentation and sensory experiences. Adults facilitate rather than direct learning, responding to pupils' interests and providing rich opportunities for participation without focusing on performance or a finished outcome. Progress is measured through increasing engagement, anticipation, attention, sensory exploration, communication, participation and enjoyment. Pupils develop confidence by making choices, responding to music, exploring instruments and joining in with familiar songs, actions and musical routines. Our aim is for every pupil to experience music as a joyful and meaningful way to communicate, express themselves, build relationships and engage with the world around them.
My Physical Wellbeing 	Physical Wellbeing within the Informal Pathway focuses on developing body awareness, movement, sensory regulation and participation through meaningful, play-based experiences. Pupils are supported to explore movement, position, balance and their environment in ways that build confidence, comfort and enjoyment. Teaching is personalised to each pupil's physical, sensory and communication needs, with adults providing responsive support through sensory movement, physical play, positioning, outdoor learning and everyday routines. Communication is woven throughout learning, enabling pupils to express preferences, indicate comfort or discomfort and participate in activities using their preferred methods of communication. Progress is measured through increasing engagement, body awareness, participation, confidence, independence and intentional responses during physical activities and daily routines. Pupils also develop early self-care skills through experiences such as dressing, eating, personal hygiene and movement within familiar environments. Our aim is for every pupil to develop a positive relationship with movement and their own body, enabling them to participate more confidently in everyday life and experience improved health, wellbeing and independence.
My Independence 	Play and Leisure within the Informal Pathway focuses on developing engagement, communication and exploration through motivating, sensory and interactive experiences. Pupils are encouraged to explore people, objects and environments through sensory play, movement, music, cause-and-effect activities and shared experiences with familiar adults and peers. Teaching is highly personalised, following each pupil's interests while providing opportunities to develop shared attention, anticipation, choice-making, turn-taking and enjoyment. Adults create responsive environments where every communicative attempt is valued and pupils are supported to influence their play through their preferred methods of communication. Progress is measured through increasing engagement, curiosity, participation, communication, shared interaction and confidence in exploring new experiences. Pupils gradually develop preferences, initiate interactions and begin to participate more independently in familiar play routines. Our aim is for every pupil to experience play as a joyful, meaningful part of everyday life that promotes wellbeing, relationships, creativity and a sense of belonging.

My Play and Leisure 	Communication is at the heart of the Informal Pathway and underpins every aspect of learning, relationships and wellbeing. We believe that every pupil has the right to communicate and that every communicative attempt has value. Teaching is embedded throughout the school day and focuses on developing shared attention, engagement, anticipation and intentional communication through meaningful interactions and motivating experiences. We use a Total Communication approach, recognising and responding to facial expression, eye gaze, body movement, gesture, vocalisation, signing, symbols, objects of reference, photographs, speech and AAC as equally valid forms of communication. Adults provide responsive interactions through sensory play, Intensive Interaction, songs, stories, routines and everyday experiences, carefully following each pupil's interests to create opportunities for communication. Progress is measured through increasing engagement, intentional communication, shared attention, participation and independence. Pupils are supported to express needs, wants, choices and preferences using their most effective communication methods, while developing early understanding of language through consistent modelling and repetition. Our Core Word Curriculum provides a common language that is modelled throughout the day, enabling pupils to experience functional words repeatedly in meaningful contexts. Our aim is for every pupil to develop a reliable, personalised communication system that enables them to connect with others, influence their environment and participate as fully as possible in everyday life.
My Communication 	Communication is at the heart of the Informal Pathway and underpins every aspect of learning, relationships and wellbeing. We believe that every pupil has the right to communicate and that every communicative attempt has value. Teaching is embedded throughout the school day and focuses on developing shared attention, engagement, anticipation and intentional communication through meaningful interactions and motivating experiences. We use a Total Communication approach, recognising and responding to facial expression, eye gaze, body movement, gesture, vocalisation, signing, symbols, objects of reference, photographs, speech and AAC as equally valid forms of communication. Adults provide responsive interactions through sensory play, Intensive Interaction, songs, stories, routines and everyday experiences, carefully following each pupil's interests to create opportunities for communication. Progress is measured through increasing engagement, intentional communication, shared attention, participation and independence. Pupils are supported to express needs, wants, choices and preferences using their most effective communication methods, while developing early understanding of language through consistent modelling and repetition. Our Core Word Curriculum provides a common language that is modelled throughout the day, enabling pupils to experience functional words repeatedly in meaningful contexts. Our aim is for every pupil to develop a reliable, personalised communication system that enables them to connect with others, influence their environment and participate as fully as possible in everyday life.
My Thinking and Problem Solving 	Thinking and Problem Solving within the Informal Pathway develops the early cognitive skills that underpin communication, learning and independence. Pupils learn through sensory exploration, play and meaningful interactions, where curiosity and engagement are encouraged through motivating, hands-on experiences. Teaching focuses on developing shared attention, cause and effect, anticipation, exploration, choice-making and early problem-solving by providing opportunities to investigate, respond, explore and communicate. Adults carefully observe and respond to each pupil's interests to extend learning while allowing pupils time to explore and discover. Progress is measured through increasing engagement, curiosity, attention, intentional responses, persistence and growing independence in exploring and interacting with the world around them. Pupils develop confidence by making choices, anticipating familiar routines, recognising patterns and participating in everyday problem-solving opportunities. Our aim is for every pupil to become an active learner who is curious, engaged and increasingly able to influence their environment through exploration, communication and meaningful participation.

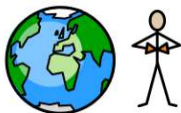
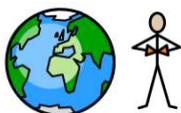
My Outdoor School 	Outdoor School within the Informal Pathway provides rich opportunities for sensory exploration, communication and engagement through meaningful experiences in the natural environment. Pupils learn through play, movement and first-hand exploration, using all of their senses to investigate natural materials, seasonal changes, weather and outdoor spaces. Teaching is highly personalised, encouraging pupils to explore at their own pace while adults provide responsive support to develop shared attention, curiosity, choice-making and communication. Everyday outdoor experiences promote emotional regulation, physical development and positive relationships while fostering enjoyment and confidence in the natural world. Progress is measured through increasing engagement, curiosity, participation, communication and confidence in exploring outdoor environments. Pupils gradually develop awareness of changes in nature, begin to anticipate familiar outdoor routines and participate more independently in practical activities. Our aim is for every pupil to experience the outdoors as a safe, enjoyable and motivating environment that supports wellbeing, learning and meaningful participation in everyday life.
My Travel Training 	Travel Training within the Informal Pathway focuses on developing confidence, participation and awareness through meaningful everyday journeys. Pupils experience travel as part of familiar routines, learning to anticipate transitions, tolerate different modes of transport and engage with their surroundings through sensory exploration and shared experiences. Teaching is highly personalised, supporting pupils to respond to safety cues, hold hands or use appropriate mobility equipment, communicate preferences, and become active participants in journeys both within school and the local community. Adults use consistent routines, visual supports and a Total Communication approach to build confidence and reduce anxiety. Progress is measured through increasing engagement, anticipation, participation, safety awareness and confidence during familiar journeys. Pupils gradually develop awareness of people, places, landmarks and routines while becoming more comfortable exploring their local environment. Our aim is for every pupil to develop the confidence and understanding needed to participate safely in everyday travel, supporting greater independence and access to the world around them.

Semi Formal Curriculum Pathway



The Engagement Model 	The Semi-Formal Pathway recognises the importance of engagement as the foundation for learning. Pupils benefit from personalised learning that builds upon the principles of the Engagement Model while introducing increasingly structured, teacher-led activities. Teaching supports pupils to develop sustained attention, active participation, resilience, independence and the ability to apply skills across meaningful contexts through repetition, modelling and carefully scaffolded learning experiences. Progress is measured through pupils' increasing ability to engage with adult-led learning, sustain attention, follow routines, communicate purposefully, solve problems, practise and refine skills, and generalise learning across different activities and environments. Staff use ongoing observation to identify next steps, ensuring learning remains appropriately challenging while enabling every pupil to experience success, build confidence and make meaningful progress towards greater independence.
My Maths 	Within the semi-formal curriculum, mathematics develops meaningful, functional skills that support communication, independence, participation and understanding of the world. Learning is practical, sensory and highly repetitive, with number concepts embedded throughout the school day. Progress is measured through pupils' increasing understanding, engagement, independence and ability to generalise mathematical skills across familiar contexts. This includes anticipation, intentional responses, problem-solving, and the application of learning in everyday situations. Functional mathematics focuses on concepts pupils use in daily life, including recognising quantity, making choices, sharing, comparing, counting meaningful objects, using money, time and measures, and developing early problem-solving skills. Teaching develops early mathematical concepts through:- awareness of <i>more</i> and <i>finished</i>, anticipation and sequencing within familiar routines, cause and affect, matching, sorting and comparing, one-to-one correspondence, early understanding of quantity, recognising changes in amount, size and shape and exploring pattern and repetition. Mathematics is embedded across the curriculum through snack time, personal care, cooking, play, outdoor learning, sensory activities and classroom routines. Consistent language, modelling and repetition help pupils make meaningful connections between mathematical learning and everyday life. Number is at the heart of the curriculum and provides opportunities to:- develop stable counting through songs, games and practical experiences, recognise, compare and represent small quantities, match numerals to quantities where appropriate, develop one-to-one correspondence, compare groups using mathematical language such as <i>more</i>, <i>less</i> and <i>the same</i>, explore early addition, subtraction and the composition of small numbers and recognise and continue simple patterns and sequences. Pupils also develop understanding of shape, space and measure through sorting, construction, positional language, capacity, weight, time and money within meaningful activities such as cooking, role play and outdoor learning. Teaching promotes communication, mathematical vocabulary, reasoning and problem-solving at each pupil's developmental level. Visual supports, concrete resources, consistent modelling and repetition enable pupils to consolidate learning and apply mathematical skills across a range of familiar environments. Our aim is for every pupil to develop functional mathematical knowledge that builds confidence, independence and participation in everyday life while providing secure foundations for future learning

My Phonics 	We believe that every child has the right to learn to read. Our Semi-Formal Pathway provides an ambitious, structured and inclusive phonics curriculum that enables pupils to develop functional and increasingly independent reading skills through teaching that is carefully matched to their developmental stage. Teaching builds on secure foundations in communication and Phase 1 phonological awareness before progressing through a systematic and cumulative phonics programme (Little Wandle SEND). Pupils develop grapheme-phoneme correspondence, blending, segmenting and decoding through practical, multisensory teaching, supported by repetition, visual resources and regular opportunities to revisit learning. Alongside phonics, pupils develop sight vocabulary to support functional reading and confidence. Many pupils learn high-frequency and personally meaningful words alongside phonics, including names, classroom vocabulary, environmental print, labels and functional words that promote independence at school, at home and within the community. Reading is taught for purpose as well as accuracy. Pupils apply their developing skills through shared and independent reading, storytelling, songs and meaningful real-life experiences. They learn to use reading to make choices, follow instructions, access information, communicate preferences and participate more independently in everyday activities. Progress is measured through increasing phonological awareness, secure knowledge of letter-sound correspondences, blending, sight vocabulary, comprehension and the ability to apply reading skills across a range of familiar contexts. Frequent repetition, structured practice and personalised support enable pupils to consolidate learning and develop confidence as readers. Our aim is for every pupil to become the most confident and successful reader they can be. Whether pupils develop functional sight reading or progress towards fluent decoding and comprehension, we celebrate every stage of reading development and support pupils to use their skills with increasing confidence, independence and enjoyment.
My English 	We believe that literacy is a fundamental right for every child. Our Semi-Formal English curriculum is ambitious, inclusive and carefully adapted to ensure every pupil develops the communication, reading and writing skills needed to participate with increasing confidence and independence. Communication remains at the heart of learning. Spoken language, signing, symbols, gesture and AAC are valued alongside developing spoken and written language. Pupils are given rich opportunities to communicate, discuss, question and express ideas across all areas of learning. Reading is central to the curriculum. Pupils experience high-quality, diverse texts daily through shared reading, class novels, poetry, storytelling and independent reading. Language-rich environments foster a love of books while expanding vocabulary, comprehension and understanding of the world. Repetition, discussion and purposeful questioning deepen understanding and build confidence. Early reading is taught through a systematic, structured phonics programme supported by whole-word recognition, environmental print and meaningful texts. Teaching is practical, multisensory and carefully sequenced to develop phonological awareness, decoding, fluency and comprehension. Pupils revisit learning regularly and apply reading skills across a wide range of meaningful contexts. Writing develops from communication and is always purposeful. Pupils progress from mark making and symbol use to writing words, sentences and extended pieces appropriate to their developmental stage. They learn to communicate ideas, recount experiences,

	answer questions, tell stories and record information using a range of supportive strategies and resources. Within the semi-formal curriculum “writing” can take many forms, including use of symbols, Colourful semantics, and typing, and does not necessarily mean marks made with a pencil. Progress is measured through pupils’ increasing confidence in communication, vocabulary, reading, comprehension and purposeful writing, alongside their ability to apply literacy skills independently across the curriculum and in everyday situations. Literacy is woven throughout every aspect of school life. Books, print, symbols and communication are visible, valued and accessible, enabling pupils to develop positive identities as readers, writers and communicators. Our aim is for every pupil to leave Year 6 with the strongest possible communication and literacy skills, enabling them to express themselves, access learning, participate in their community and continue their educational journey with confidence and increasing independence.					
The World About Me  Seasons, Weather, Life Cycles, Recycling	Autumn 1 Seasons and Weather Water for plants and animals	Autumn 2 Seasons and Weather Autumn Wind and Rain	Spring 1 Water for people	Spring 2 Life Cycles of Animals Seasons and Weather Spring and Snow	Summer 1 Life Cycles of Plants Recycling	Summer 2 Seasons and Weather Summer and Sun Water different states
The World About Me  History and the Passing of Time	History within the Semi-Formal Pathway develops pupils’ understanding of time, chronology and change through structured, practical and meaningful learning. Teaching builds on pupils’ awareness of familiar routines and extends their understanding of the past, present and future in ways that are relevant to their own experiences. Pupils use visual timetables, calendars, timelines and personalised communication systems to develop concepts of now, next, before, after, yesterday, today and tomorrow. They explore the passing of time through daily routines, days of the week, months, seasons and years, developing increasing understanding of sequence and chronology. Learning also introduces pupils to significant people, events, celebrations and changes within their own lives, families, school and the wider community. Through photographs, stories, artefacts, visits and practical experiences, pupils are exposed to comparing the past with the present and how people, places and traditions change over time. Progress is measured through pupils’ increasing understanding of chronological concepts, ability to sequence familiar events, recognise change over time and make meaningful connections between their own experiences and the wider world. Our aim is for every pupil to develop a secure understanding of time, and change, enabling them to make sense of their own experiences and build the foundations for future historical learning.					

The World About Me  People	Learning within the Semi-Formal Pathway develops pupils' understanding of relationships, communication and their place within the wider community. Teaching supports pupils to recognise the people who are important to them and understand the different roles, responsibilities and relationships that exist within families, school and society. Pupils learn appropriate ways to communicate, meet and greet others, take turns, share, cooperate and develop positive friendships through structured teaching and meaningful social experiences. Communication is supported through spoken language, signing, symbols and AAC, enabling every pupil to participate successfully. Learners explore the roles of family members, school staff and people within the local community. They learn about different occupations, how people help one another and the importance of kindness, respect and working together. Stories, role play, visitors and community experiences help pupils make meaningful connections between their learning and everyday life. Teaching also encourages pupils to recognise similarities and differences between themselves and others, celebrating diversity while promoting inclusion, empathy and respect. Pupils are supported to understand that everyone has unique strengths, interests and ways of communicating. Progress is measured through pupils' increasing confidence in social communication, understanding of relationships and community roles, participation in shared activities and ability to demonstrate respect, cooperation and empathy in a range of familiar contexts. Our aim is for every pupil to develop the communication, social understanding and relationship skills needed to participate confidently in school, the wider community and everyday life.
The World About Me  Food	Learning within the Semi-Formal Pathway develops pupils' practical food preparation skills, independence and understanding of healthy lifestyles through structured, hands-on experiences. Teaching enables pupils to participate safely and confidently in everyday cooking activities while developing skills that support greater independence. Pupils learn to prepare simple foods such as toast, cereal, sandwiches and drinks by following familiar routines supported by visual prompts, sequencing cards and practical demonstrations. They develop confidence in gathering ingredients, organising equipment and completing increasingly independent steps within food preparation tasks. Learners explore a variety of foods while developing awareness of healthy eating, balanced choices and personal preferences. Practical cooking activities provide opportunities to follow instructions, solve problems, measure ingredients and develop fine motor skills within meaningful contexts. Teaching also develops pupils' understanding of kitchen safety and hygiene. Pupils learn to wash their hands, use utensils appropriately, recognise potential hazards, tidy workspaces and follow simple safety routines when preparing food. Progress is measured through pupils' increasing independence, ability to follow routines and instructions, safe use of equipment, understanding of healthy food choices and confidence in applying skills across a range of familiar cooking activities. Our aim is for every pupil to develop the practical food preparation and independence skills needed to participate confidently in everyday life, promoting health, wellbeing and greater independence both at school and at home.

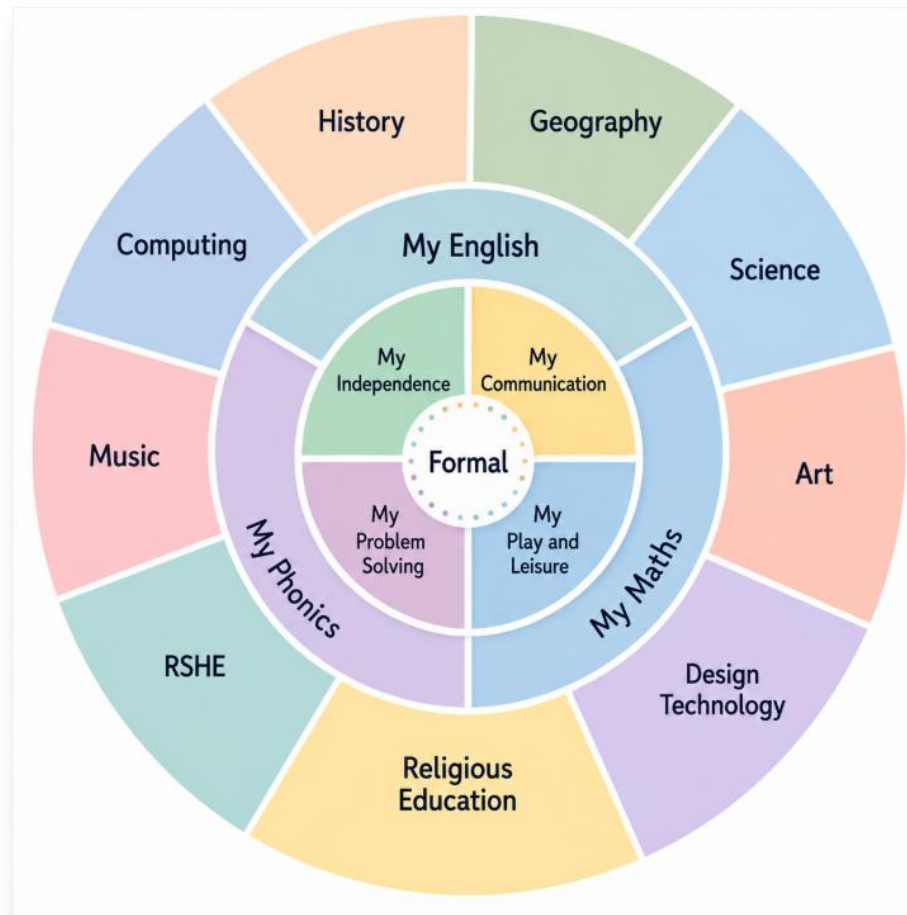
The World About Me  Festivals and RE	Autumn 1 Harvest Festival Sensory Bible Stories	Autumn 2 Bonfire Night Remembrance Day Diwali Christmas	Spring 1 New Year Chinese New Year (<i>Lunar New Year</i>) <i>Pancake Day</i>	Spring 2 Ramadan and Eid al-Fitr Bodhi Day Holi Mother's Day Easter	Summer 1 May Day Sensory Bible Stories	Summer 2 Father's Day, Summer Fete
Throughout the year we will also explore Christian Sensory Stories and whole school World Faith Days						
My Art 	Art within the Semi-Formal Pathway develops creativity, imagination and artistic skills through practical, hands-on experiences that encourage exploration, experimentation and increasing independence. Pupils learn about the visual elements of art, including colour, line, shape, form, texture, tone and pattern, while working across a range of media such as painting, drawing, collage, printing, sculpture, textiles and digital art. Teaching prioritises the creative process over the final outcome, enabling pupils to refine techniques, make informed artistic choices and express their own ideas, thoughts and feelings. Progress is measured through pupils' increasing confidence, independence, technical skills and ability to experiment, evaluate and apply artistic techniques across different contexts. Pupils are encouraged to take responsibility for selecting resources, organising their workspace and caring for materials, developing independence alongside creative skills. Our aim is for every pupil to become a confident, curious and expressive artist who understands that creativity is a valuable way of communicating, solving problems and engaging with the world around them.					
My Music 	Music within the Semi-Formal Pathway develops creativity, musical understanding and self-expression through practical, engaging and highly interactive experiences. Pupils explore the key elements of music, including tempo, rhythm, pitch, dynamics, timbre, texture and structure, through singing, listening, performing, composing, movement and playing a wide range of instruments. Learning is process-led, enabling pupils to experiment, practise, refine and develop their musical skills through repetition, exploration and meaningful participation. Progress is measured through pupils' increasing confidence, independence and ability to recognise, apply and communicate musical ideas. Teaching encourages pupils to build on previous learning, collaborate with others, make creative choices and participate in performances where appropriate, while recognising that performance is a celebration of learning rather than its purpose. Our aim is for every pupil to develop a lifelong enjoyment of music, using it as a means of communication, creativity, self-expression and emotional wellbeing.					

My Physical Wellbeing 	Physical Wellbeing within the Semi-Formal Pathway develops pupils' physical confidence, health and independence through practical, purposeful experiences that support lifelong wellbeing. The curriculum enables pupils to develop coordination, balance, strength, mobility and fine motor skills while building understanding of healthy lifestyles, personal care, emotional regulation and safe participation in physical activities. Learning is personalised to individual strengths and needs, with opportunities to apply skills through PE, outdoor learning, swimming, dance, games, cooking and community experiences. Progress is measured through pupils' increasing independence, physical competence and ability to make informed choices that support their own wellbeing. Teaching promotes resilience, self-care, healthy eating, personal hygiene and safe participation in everyday activities, while encouraging pupils to communicate their needs, make choices and take increasing responsibility for their own health and wellbeing. Our aim is for every pupil to develop the knowledge, confidence and practical skills needed to lead an active, healthy and increasingly independent life.
My Independence 	Our Independence curriculum follows the principles of the Equals Curriculum, recognising that developing independence is fundamental to improving pupils' quality of life, self-esteem and participation in their communities. We believe that every pupil can develop greater independence when provided with personalised teaching, appropriate support and meaningful opportunities to practise skills within real-life contexts. Independence is embedded throughout the school day and is taught through purposeful, functional experiences that enable pupils to become active participants in their own lives. Learning is carefully sequenced and individualised, with skills taught through repetition, modelling, visual supports and consistent routines to encourage confidence and generalisation across different environments. The curriculum focuses on developing functional life skills across a range of areas, including:- personal care and hygiene, dressing and managing personal belongings, eating and drinking skills, making choices and expressing preferences, following routines and completing tasks, communication for independence, organisation and responsibility, preparing food and drink, caring for the classroom and shared environments, community awareness and personal safety and safe travel around and outside of the school grounds. For semi-formal learners, teaching develops increasing independence through structured opportunities to complete familiar tasks with decreasing levels of adult support. Pupils learn to manage personal care routines, prepare simple snacks, tidy resources, organise their belongings, make informed choices, follow visual schedules and complete everyday activities that prepare them for greater independence both in school and beyond. Teaching follows a graduated approach, using task analysis, backwards and forward chaining, visual supports, modelling and positive reinforcement to help pupils acquire and retain new skills. Adults carefully balance support with high expectations, encouraging pupils to do as much as they can for themselves and celebrating every step towards increased independence. Learning takes place across all areas of the curriculum and extends beyond the classroom through educational visits, community experiences, outdoor learning and opportunities to apply skills in authentic situations. Families are valued partners in supporting pupils to transfer and generalise independence skills between home and school. Our aim is for every pupil to leave Year 6 with the greatest level of independence possible for their individual needs. By developing confidence, resilience, decision-making and practical life skills, we prepare pupils to participate as fully as possible in their future education, home life and wider community.

My Play and Leisure 	Play and Leisure within the Semi-Formal Pathway develops pupils' independence, creativity and social participation through a wide range of purposeful play and leisure experiences. Pupils are encouraged to explore different activities, develop hobbies and interests, engage in imaginative and cooperative play, and participate in games that promote turn-taking, problem-solving, communication and teamwork. Teaching balances structured and child-led opportunities, enabling pupils to make choices, extend their interests and apply play skills across a variety of indoor, outdoor and community environments. Progress is measured through pupils' increasing independence, confidence, creativity, social interaction and ability to participate successfully in shared leisure activities. Community experiences, including visits to parks, libraries, cafés, shops and local leisure facilities, help pupils develop lifelong leisure skills while building confidence and social understanding. Our aim is for every pupil to discover activities they enjoy, develop meaningful interests and leisure skills, and participate confidently in the recreational opportunities that enrich everyday life.
My Communication 	Communication is the foundation of learning across the Semi-Formal Pathway. We believe that every pupil has the right to become an increasingly confident and independent communicator through a personalised Total Communication approach that values speech, signing, symbols, AAC and other alternative methods of communication. Teaching is embedded across the curriculum and develops pupils' ability to understand and use language for a wide range of purposes, including making choices, expressing feelings, asking and answering questions, commenting, requesting, greeting, solving problems and building positive relationships. Pupils develop receptive and expressive vocabulary through structured teaching alongside meaningful opportunities to communicate across lessons, routines, play and community experiences. Progress is measured through pupils' increasing confidence, independence and ability to communicate effectively with different people in a range of familiar contexts. Our Core Word Curriculum forms the foundation of language development, with high-frequency functional vocabulary explicitly modelled and revisited throughout the school day to support generalisation and flexible language use. Staff work closely with families and therapists to ensure communication strategies are consistent across home and school. Our aim is for every pupil to develop the most effective communication system for their individual needs, enabling them to express themselves, access learning, build relationships and participate confidently in school, their community and beyond.
My Thinking and Problem Solving 	Thinking and Problem Solving within the Semi-Formal Pathway develops pupils' cognitive skills through practical, purposeful learning that promotes independence, resilience and flexible thinking. Teaching provides structured opportunities for pupils to investigate, compare, sort, sequence, predict and solve problems within meaningful everyday contexts. Pupils are encouraged to make decisions, identify solutions, recognise patterns, recall previous learning and apply their thinking skills across communication, mathematics, literacy, independence and community experiences. Visual supports, concrete resources and carefully scaffolded questioning enable pupils to think independently while providing the support needed for success. Progress is measured through pupils' increasing ability to sustain attention, plan, persevere, evaluate outcomes and apply problem-solving strategies across a range of familiar situations. As confidence develops, pupils become more independent in making choices, adapting to new challenges and using their thinking skills to solve everyday problems. Our aim is for every pupil to become a confident, resilient and reflective learner who can apply their developing cognitive skills to participate as independently as possible in school and everyday life.

My Outdoor School 	Outdoor School within the Semi-Formal Pathway develops pupils' independence, resilience and practical life skills through purposeful learning in the natural environment. Pupils apply knowledge and skills across the curriculum through activities such as gardening, planting, den building, nature exploration, outdoor cooking, caring for wildlife and using simple tools safely where appropriate. Learning encourages pupils to observe seasonal change, investigate the natural world, solve practical problems, work collaboratively and make informed decisions while developing an understanding of sustainability and caring for the environment. Progress is measured through pupils' increasing confidence, independence, problem-solving skills and ability to apply learning across a range of outdoor contexts. Regular experiences throughout the year help pupils build resilience, manage new challenges and develop a lifelong appreciation of nature while strengthening communication, social interaction and emotional wellbeing. Our aim is for every pupil to develop the confidence, practical skills and environmental awareness needed to participate safely, independently and successfully in the wider world.
My Travel Training 	Travel Training within the Semi-Formal Pathway develops pupils' practical travel skills, safety awareness and independence through real-life experiences within school and the wider community. Pupils learn to follow familiar routes, recognise landmarks, understand simple directional language, use visual schedules and timetables, practise safe pedestrian skills and, where appropriate, begin to use public transport with support. Teaching encourages pupils to make safe decisions, solve problems, ask for help when needed and develop appropriate behaviour in public places, enabling them to travel with increasing confidence and independence. Progress is measured through pupils' increasing ability to travel safely, follow routines, recognise familiar places, apply road safety skills and make informed choices across a range of familiar contexts. Practical travel experiences also provide meaningful opportunities to develop communication, functional mathematics, social interaction and independence. Our aim is for every pupil to achieve the highest level of travel independence possible for their individual needs, enabling them to access their community safely, confidently and with increasing independence.

Formal Curriculum Pathway



My Independence



Whilst children are accessing formal curriculum, we still feel that there is core learning and building blocks that underpins their more formal learning. One of these is independence and we build and weave this into every part of our day. We believe that developing independence skills will impact on all areas of our learning, particular our more focused learning allowing children to build the independence skills to live an independent life as they grow up. Our Independence curriculum follows the principles of the Equals Curriculum, recognising that developing independence is fundamental to improving pupils' quality of life, self-esteem and participation in their communities. We believe that every pupil can develop greater independence when provided with personalised teaching, appropriate support and meaningful opportunities to practise skills within real-life contexts.

Independence is embedded throughout the school day and is taught through purposeful, functional experiences that enable pupils to become active participants in their own lives. Whilst much of the learning is not taught explicitly, we regular plan for opportunities within our other areas of learning to develop functional life skills across a range of areas, including- personal care and hygiene, dressing and managing personal belongings, eating and drinking skills, making choices and expressing preferences, following routines and completing tasks, communication for independence, organisation and responsibility, preparing food and drink, caring for the classroom and shared environments, community awareness and personal safety and safe travel around and outside of the school grounds.

Learning takes place across all areas of the curriculum and extends beyond the classroom through educational visits, community experiences, outdoor learning and opportunities to apply skills in authentic situations.

Our aim is for every pupil to leave Year 6 with the greatest level of independence possible for their individual needs. By developing confidence, resilience, decision-making and practical life skills, we prepare pupils to participate as fully as possible in their future education, home life and wider community.

My Communication

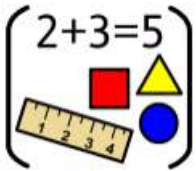


Whilst children are accessing formal curriculum, we still feel that there is core learning and building blocks that underpins their more formal learning. One of these is communication and we build and weave this into every part of our day. We believe that developing communication skills will impact on all areas of our learning, particular our more focused learning allowing children to build the communication skills to express themselves. Communication is the foundation of learning across all our pathways. We believe that every pupil has the right to become an increasingly confident and independent communicator through a personalised Total Communication approach. Teaching is embedded across the curriculum and develops pupils' ability to understand and use language for a wide range of purposes. Pupils develop receptive and expressive vocabulary through structured teaching alongside meaningful opportunities to communicate across lessons, routines, play and community experiences.

Progress is measured through pupils' increasing confidence, independence and ability to communicate effectively with different people in a range of familiar contexts. Understanding how each child communicates is fundamental to their time with us, we appreciate that all children may communicate differently and also how to develop this is key. It allows children to develop relationships, deepen their independence and understand their more formal subjects.

Our aim is for every pupil to develop the most effective communication system for their individual needs, enabling them to express themselves, access learning, build relationships and participate confidently in school, their community and beyond.

My Problem Solving 	Whilst children are accessing formal curriculum, we still feel that there is core learning and building blocks that underpins their more formal learning. One of these is problem solving and we build and weave this into every part of our day. We believe that developing problem solving skills will impact on all areas of our learning, particular our more focused learning allowing children to build the problem solving skills and then in turn helping with their independence skills. Opportunities that are provided help to develop pupils' cognitive skills through practical, purposeful learning that promotes independence, resilience and flexible thinking. Progress is measured through pupils' increasing ability to sustain attention, plan, persevere, evaluate outcomes and apply problem-solving strategies across a range of familiar situations. As confidence develops, pupils become more independent in making choices, adapting to new challenges and using their thinking skills to solve everyday problems. Our aim is for every pupil to become a confident, resilient and reflective learner who can apply their developing cognitive skills to participate as independently as possible in school and everyday life.
My Play and Leisure 	Whilst children are accessing formal curriculum, we still feel that there is core learning and building blocks that underpins their more formal learning. One of these is play and leisure and we build and weave this into every part of our day. We believe that developing play skills will impact on all areas of our learning, particular within our relationship skill set. It develops pupils' independence, creativity and social participation through a wide range of purposeful play and leisure experiences. Pupils are encouraged to explore different activities, develop hobbies and interests, engage in imaginative and cooperative play, and participate in games that promote turn-taking, problem-solving, communication and teamwork. Teaching balances structured and child-led opportunities, enabling pupils to make choices, extend their interests and apply play skills across a variety of indoor, outdoor and community environments. Understanding and developing children's play skills will help us tap into so many more areas, allowing us to develop communication, independence, problem solving, interaction and relationship building skills. Progress is measured through pupils' increasing independence, confidence, creativity, social interaction and ability to participate successfully in shared leisure activities. Our aim is for every pupil to discover activities they enjoy, develop meaningful interests and leisure skills, and participate confidently in the recreational opportunities that enrich everyday life.
My Phonics 	We appreciate that children learn in different ways, however, we want to give them the strategies and skill set to understand unfamiliar words and begin to read fluently. This may mean that even though children are sight readers we will still endeavour to deliver phonics to allow them to use decoding skills alongside their other skills to develop their fluency. Children (who are still working at a phonics level) will access phonics sessions on a daily basis. Staff follow the SEND programme for Little Wandle and plan sessions based on the half termly summative assessments that take place with each individual child. This means that staff are aware of what GPCs need to become a focus and whether children need extra sessions of blending. Our aim is for every pupil to become the most confident and successful reader they can be. Whether pupils develop functional sight reading or progress towards fluent decoding and comprehension, we celebrate every stage of reading development and support pupils to use their skills with increasing confidence, independence and enjoyment.

My Maths 	Once children develop the basis of Maths skills through the functionality and delivery of the semi-formal curriculum, they will begin to access the formal learning of the Early Years and National curriculum. Maths is personalised to each individual child, where small steps of progress is acknowledged, taught and assessed. We are aware of children's spiky profiles and so the Maths teaching addresses this through each unit taught being explicitly tailored to them to ensure the best possible progress and access. Children are taught through a practical and multisensory approach. A short carpet session with a teacher is delivered covering a quick recap/starter activity and then introducing the new concept or skill, this, due to the personalised nature of the subject, sessions can be taught in small groups or 1:1. Children are then expected to complete a follow up activity at a 1:1 level; this will generally be a practical activity but is based on the needs of the child. This allows children to be supported but also challenged throughout. Our aim is for every pupil to develop functional mathematical knowledge further allowing for Maths skills to become fluent ensuring they have the skills to develop more formal learning outcomes.
My English 	We believe that every child should have access to a vocabulary-rich environment where they are immersed in high-quality texts that are both accessible and appropriately challenging. We recognise that reading and writing may not always be accessed or expressed through traditional methods, and therefore place equal importance on ensuring that all children can develop their ability to understand, communicate and express ideas and thoughts about texts in ways that are appropriate to their individual needs. Children experience stories and texts in a variety of ways, including traditional story time, shared class texts, audiobooks and Tonie boxes. We provide opportunities for children to demonstrate their understanding through a range of communication and recording methods, including writing, drawing, visual supports and colourful semantics. This ensures that every child has meaningful opportunities to share their ideas, develop comprehension and communicate their responses to literature. English is taught through short, engaging whole-class carpet sessions, which are designed to be fun, interactive and multisensory. Following these sessions, children access differentiated activities and learning opportunities through adaptive strategies. This enables all pupils to work at an appropriate cognitive level while ensuring that challenge, progression and high expectations are maintained for every learner. Children who are continuing to develop their phonics skills complete spelling sessions based on the tricky words within the Little Wandle phonics scheme. This provides opportunities for repetition and reinforcement of whole-word recognition. Once completed, they will progress to the Little Wandle Spelling Programme. Following completion of this programme, children move on to the EdShed spelling programme, which is organised according to year group expectations. Spelling is taught and practised on an individualised and personalised basis, enabling every child to access learning at an appropriate level and make progress from their individual starting point. Grammar is introduced through whole-class English starter activities, providing opportunities for children to develop their understanding of language and sentence structure. Our aim is for every pupil to develop the strongest possible English skills, a love of books and a lifelong enjoyment of reading. We want children to develop their imagination, communicate their ideas confidently, and have meaningful opportunities to share and record their thoughts in ways that reflect their individual strengths and abilities.

Science



Science is taught through whole-class sessions using a multisensory and practical approach, ensuring that all children can engage with and develop an understanding of scientific concepts. Teaching follows the appropriate Key Stage curriculum cycle, ensuring comprehensive coverage and access to the full curriculum entitlement. Children explore a range of scientific topics, including electricity, sound, plants, animals and materials. Learning is delivered through practical, hands-on experiences, enabling children to develop meaningful substantive knowledge and an understanding of the world around them.

Following whole-class teaching sessions, children access activities adapted to their individual needs and abilities. Adaptive strategies and personalised approaches ensure that all pupils can engage at an appropriate cognitive level, while maintaining appropriate challenge and opportunities for progression. Alongside developing substantive scientific knowledge, children are supported to develop their disciplinary skills through observation, questioning, predicting, investigating, recording and communicating their findings. These skills are individualised to reflect each child's developmental stage, strengths and needs.

Our aim is for every pupil to develop curiosity about the world around them, build meaningful scientific knowledge and develop the skills needed to explore, investigate and make sense of their environment. Through practical and multisensory learning experiences, we want children to become confident, engaged and enthusiastic scientists.

History



History is taught through whole-class sessions using a multisensory and engaging approach, ensuring that all children have opportunities to develop an understanding of the past. Teaching follows the appropriate Key Stage curriculum cycle, ensuring comprehensive coverage of historical knowledge and access to the full curriculum entitlement. Children explore a range of historical periods and themes, including the Stone Age, Ancient Egyptians, Romans and local history. Through these topics, children develop an understanding of significant events, people, places and changes over time, while making connections between the past and the world in which they live today. Learning is delivered through practical, hands-on and immersive experiences wherever possible. Children have opportunities to handle artefacts, explore historical sources, participate in role play, examine images and objects, and engage in activities that bring historical periods to life. These experiences support children in developing their substantive historical knowledge alongside their individualised disciplinary skills.

Following whole-class teaching sessions, children access activities adapted to their individual needs, abilities and developmental levels. Adaptive strategies ensure that all pupils can engage meaningfully with the curriculum, while appropriate challenge and opportunities for progression are maintained. Children are encouraged to develop their skills in chronology, historical enquiry, interpreting sources, comparing different periods and communicating their understanding. Local history is an important aspect of our curriculum, enabling children to develop a sense of place and connection to their local community. By exploring the history of their own surroundings, children are supported to understand how the past has shaped the present and to recognise their place within the wider historical narrative.

Our aim is for every pupil to develop a curiosity about the past, an understanding of how people and societies have changed over time, and a meaningful connection to their local and wider history. Through engaging, multisensory and practical experiences, we want children to develop historical knowledge, enquiry skills and an appreciation of the world around them.

Geography



Geography is taught through whole-class sessions using a multisensory, practical and engaging approach, ensuring that all children have opportunities to develop an understanding of the world around them. Teaching follows the appropriate Key Stage curriculum cycle, ensuring comprehensive coverage and access to the full curriculum entitlement. Children explore a range of geographical topics, including local geography, the United Kingdom, continents, the water cycle and rivers. Through these topics, children develop an understanding of places, environments and physical and human geographical features, while making meaningful connections between their own lives and the wider world.

Learning is delivered through practical, hands-on and immersive experiences wherever possible. Children have opportunities to explore maps, globes, photographs, artefacts and digital resources, as well as participate in fieldwork and investigations. These experiences support children in developing substantive geographical knowledge alongside their individualised disciplinary skills. Following whole-class teaching sessions, children access activities adapted to their individual needs, abilities and developmental levels. Adaptive strategies ensure that all pupils can engage meaningfully with the curriculum at an appropriate cognitive level, while maintaining challenge and opportunities for progression. Children are encouraged to develop their geographical skills through observation, questioning, comparing, describing, locating and communicating their understanding of places and environments.

Local geography is an important aspect of our curriculum, enabling children to develop a sense of place and connection to their immediate surroundings. Through exploring their local area, children develop an understanding of where they live and how people, places and environments are connected. This provides a foundation for understanding the wider geography of the United Kingdom and the world.

Our aim is for every pupil to develop curiosity about the world around them, build meaningful geographical knowledge and develop an understanding of the diverse places, people and environments that make up our planet. Through engaging, multisensory and practical experiences, we want children to become confident in exploring, understanding and communicating about the world in which they live.

Art



Art is taught through whole-class sessions using a multisensory, creative and exploratory approach, ensuring that all children have opportunities to engage with and enjoy artistic experiences. Teaching follows the appropriate Key Stage curriculum cycle. Children explore a range of artistic disciplines, including drawing, painting, collage, 3D art and printing. Through these units, children develop their substantive knowledge of art, including an understanding of different materials, techniques, processes, artists and artistic styles. They are introduced to the language and concepts associated with art, enabling them to build knowledge and understanding over time. Alongside developing substantive knowledge, children develop their individualised disciplinary skills through practical exploration and creative enquiry. These skills include experimenting with materials, selecting appropriate tools, making choices, developing techniques, evaluating outcomes and communicating ideas. Disciplinary skills are adapted according to each child's developmental level and individual learning needs.

Children are supported to explore different textures, colours, patterns, shapes and materials, developing both their artistic knowledge and their individual skills. Opportunities are provided for children to experiment, make choices and develop confidence in expressing their ideas in ways that are meaningful and appropriate to them.

	Following whole-class teaching sessions, children access activities adapted to their individual needs, abilities and developmental levels. Learning is differentiated to provide appropriate levels of challenge, ensuring that children can develop skills and knowledge from their individual starting points. Alongside developing their practical artistic skills, children are encouraged to explore and respond to the work of artists, craftspeople and designers. They develop an awareness of different artistic styles, techniques and cultural influences, while learning to appreciate and communicate their own preferences and responses to art. Progress in Art is individualised, recognising that success may be demonstrated through a range of outcomes, including developing fine motor skills, making choices, exploring materials, following processes, expressing creativity or producing an independent piece of artwork. Assessment recognises the development of both substantive knowledge and disciplinary skills, alongside personal creativity, confidence and independence. Our aim is for every pupil to develop creativity, confidence and self-expression through meaningful artistic experiences. We want all children to have the opportunity to explore, experiment and enjoy Art, developing substantive knowledge and individualised disciplinary skills at their own level while experiencing a sense of achievement and pride in their work.
Design Technology 	Design and Technology is taught through whole-class sessions using a practical, multisensory and purposeful approach. Teaching follows the appropriate Key Stage curriculum cycle, ensuring that children experience a broad range of design and technology disciplines and develop knowledge and skills progressively over time. Children explore units including cooking and nutrition, textiles, structures, mechanisms, materials and product design. Through these experiences, children develop substantive knowledge about how materials are used, how products are designed and made, and how everyday objects and systems work. They are introduced to a range of tools, techniques and processes, building an understanding of how design and technology impacts upon their daily lives and the wider world. The curriculum also supports children to develop disciplinary skills through the design, make and evaluate process. Children are encouraged to investigate, plan, make choices, use tools and materials, follow instructions, solve problems and reflect on their finished products. Learning is highly practical and hands-on, providing opportunities for children to work with a variety of materials, tools and equipment. Activities are designed to encourage curiosity, creativity and problem-solving, while also developing important skills such as fine motor control, sequencing, communication, collaboration and independence. Following whole-class teaching, children access activities and tasks adapted to their individual needs and abilities. Adaptive strategies enable children to engage successfully with learning and demonstrate their understanding in meaningful ways. Appropriate levels of support and challenge are provided to promote progression and develop confidence in practical learning. Children are encouraged to take increasing ownership of their learning by making decisions, completing practical tasks and evaluating their outcomes. Success may be demonstrated in a variety of ways, including selecting materials, following a process, developing a new skill, increasing independence or creating a finished product. Our aim is for every pupil to develop practical skills, creativity and confidence through meaningful Design and Technology experiences. We want children to understand how things are designed and made, develop the ability to solve problems and take pride in creating products that reflect their individual skills, ideas and achievements.

Music 	Children follow the Model Music Curriculum through the Charanga scheme, with teaching organised according to the appropriate Key Stage cycle to ensure broad coverage and progression. Lessons are adapted to meet the individual needs and abilities of all children, enabling them to participate meaningfully and develop their musical skills and understanding. Through a range of singing, listening, performing and composing, children develop substantive musical knowledge and individualised disciplinary skills, which includes exploring rhythm, pitch, musical vocabulary and developing confidence in expressing themselves through music. Our aim is for every pupil to develop a love of music, build confidence and creativity, and experience the enjoyment of participating in musical experiences.
RE 	RE is delivered using Blackburn Diocese's Questful RE scheme, ensuring a broad and progressive curriculum. Lessons are delivered through a variety of engaging and accessible approaches, including sensory stories, discussion, practical activities and written tasks. Children are encouraged to develop their knowledge and understanding of religious beliefs, practices and traditions, while also having opportunities to share their own thoughts, feelings and experiences. Sessions provide opportunities for children to reflect on what they have learned and consider how it may relate to them and the world around them. Our aim is for every pupil to develop an understanding of different religious beliefs and viewpoints, while encouraging respect, reflection and curiosity about the world around them.
Computing 	Children follow the appropriate year group within the computing curriculum cycle, ensuring coverage and progression across the Key Stage curriculum. Lessons are adapted to meet the individual needs, abilities and developmental levels of pupils, enabling all children to engage meaningfully with computing. Children develop skills across a range of computing units, including computer science, information technology, digital literacy, programming and online safety. Through practical and interactive activities, pupils develop both substantive knowledge and individualised disciplinary skills, building confidence in using technology and understanding how digital systems work. Online safety is a key element and is taught at an appropriate cognitive level for each pupil, recognising that developing secure practical computing skills does not necessarily equate to an understanding of online risks. Children are supported to develop awareness of safe and responsible technology use through regular discussion, practical scenarios and adapted learning experiences. Our aim is for every pupil to develop confidence and competence in using technology, while understanding how to stay safe, responsible and respectful in an increasingly digital world.
RSHE 	RSHE is delivered using the My Happy Mind programme, alongside a range of carefully selected resources and learning experiences. Teaching is adapted to ensure that all pupils can access learning in a way that is appropriate to their individual needs, developmental levels and understanding. Children explore key areas of RSHE, including emotional wellbeing, relationships, personal development, physical health and staying safe. Lessons are delivered through a variety of approaches, including discussion, practical activities, stories, visual resources and opportunities for reflection. The curriculum supports children to develop their knowledge and understanding of themselves and others, while building confidence, independence and the skills needed to navigate relationships and everyday life. Our aim is for every pupil to develop the knowledge, skills and confidence to understand themselves, build positive relationships, make healthy choices and stay safe.

