




Curriculum Overview Year 1 of 4 – Engagement and Multi-sensory Pathways

Autumn Term		Spring Term		Summer Term	
Me and My favourite things 		Curious Minds 		The Sea 	
<p><u>Cognition, Communication and Language</u></p> <p>Communication and language is supported through the use of a Total Communication approach. This includes: Intensive Interaction, PECs, Makaton, Communication books/boards, PODD, and Speech and Language Interventions. Pupils access a half termly sensory story incorporating a range of activities to consolidate and introduce key skills. Alongside this, pupils have access to a carousel of activities daily looking at key skills such as fine motor skills, gross motor skills, mark making, pre-phonics, book handling, storytelling and more. Songs, rhymes, and poetry are incorporated throughout to allow exposure to a range of texts.</p> <p style="text-align: center;">RWI phonics (adapted)- daily Write Dance/disco dough- 3 times a week Story time- daily</p>					
<p>Sensory stories: KS1 The Gingerbread Man</p> <p>KS2- A Superpower like mine</p> <p>KS3 – Incredible You</p>	<p>Sensory stories: KS1- The Journey Home from Grandpa's</p> <p>KS2- The Large Family series</p> <p>KS3- Grandad's Camper</p>	<p>Sensory stories: KS1- The Princess and the Wizard</p> <p>KS2- Charlie and the Chocolate Factory</p> <p>KS3- George's Marvellous Medicine</p>	<p>Sensory stories: KS1- What happened to you?</p> <p>KS2- The Lion, The Witch and the Wardrobe</p> <p>KS3- Alice in Wonderland</p>	<p>Sensory stories: KS1– Commotion in the Ocean</p> <p>KS2- Tiddler</p> <p>KS3- The Coral Kingdom</p>	<p>Sensory stories: KS1- Sharing a Shell</p> <p>KS2- The Little Mermaid</p> <p>KS3- Clean Up!</p>
<p><u>Mathematical Thinking & Problem Solving</u></p> <p>Problem solving is an overarching skill that needs to be included in all areas.</p>					

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Numicon is used as a tool throughout a range of activities to support the understanding of the pupils including number, shape and classification, and measure. Mathematical development is supported through a carousel of activities focusing on the core areas of number, shape, measurement, and classification.

<p>Key concepts Number- Numbers within 5</p> <p>Measure- Big and Small, ages, Time</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- 1:1 correspondence within 5</p> <p>Measure- Capacity and length</p> <p>Shape and Classification- 3D Shapes and Pattern</p>	<p>Key concepts Number-Number and finger rhymes within 5</p> <p>Measure- Big and small and money</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- More and less</p> <p>Measure- Weight and time</p> <p>Shape and Classification- 3D Shapes and Pattern</p>	<p>Key concepts Number- Number Rhymes within 10.</p> <p>Measure- Positional Language and size</p> <p>Shape and Classification- 2D shape and colour</p>	<p>Key concepts Number- Numbers in the environment</p> <p>Measure- Capacity and money</p> <p>Shape and Classification- 3D Shapes and Pattern</p>
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Thinking Scientifically

Pupils explore scientific and exploratory skills through a range of practical activities encouraging engagement, investigation and curiosity. Pupils are encouraged to learn about the world both inside and outside of the classroom through practical experimentation and observations.

<p>My body</p> <p>My senses</p> <p>ECO: School Grounds</p>	<p>Cause and effect- linked to toys and environment</p> <p>Signs of Winter</p> <p>ECO: Healthy Living</p>	<p>Technology (sound beam, sound sensitive equipment, sound visualizers, etc)</p> <p>Cause and effect experiments</p> <p>ECO: Waste</p>	<p>Sounds- pitch, patterns and volume</p> <p>Changing states- gloop, ice, chocolate, slime.</p> <p>Colour experiments</p> <p>ECO: Energy</p>	<p>Under the sea creatures</p> <p>Floating and sinking</p> <p>ECO: Marine</p>	<p>Seaside animals and their habitats</p> <p>Signs of summer</p> <p>ECO: Water</p>
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The World Around Us

Topics allow pupils to learn about the world around them including themselves, their families, their community, and the wider world Pupils are encouraged to learn about and be curious about the world around them through a range of interactive and sensory activities. Enrichment to the topic is supported through trips, excursions, visits from external providers, special days, and walks in the community according to the needs of the pupils. In addition to the topics below, the use of technologies is incorporated throughout the curriculum through the use of communication aids, cause and effect activities, use of the light room and access to interactive technologies.

<p>My personal history</p> <p>My house and my school - Community experiences</p> <p>RE days: Special Places and Times with my Family</p>	<p>Family celebrations: birthdays, weddings, cultural celebrations linked to those in class.</p> <p>RE days: Festivals and Food</p>	<p>Exploring cause and effect linked to everyday technology</p> <p>Old and new toys</p> <p>RE days: Christianity</p>	<p>Sensory exploration and awareness of land</p> <p>Exploring nature in our community/school</p> <p>RE days: Easter</p>	<p>Sensory Awareness and Experience of Water</p> <p>RE days: Judaism</p>	<p>Our summer holidays and the seaside (personal history)</p> <p>The UK seaside</p> <p>RE days: Noah's Ark</p>
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Arts and Creative

Pupils are given the opportunity to explore their creativity through a range of art and DT opportunities. Pupils are given access to sculpture, art, collage, food technology and crafting activities over the course of the year with a focus on process over product to embed key skills and encourage independence. Music- This is supported and alternately taught by a music specialist to compliment the topic, exploring a range of instruments, body percussion, singing, listening, choice making and creating sound patterns.

<p>My favourite foods and recipes</p> <p>Mark making and painting- self-portraits</p>	<p>3D art- Building/construction</p> <p>Textures and collage- Winter collage</p>	<p>Multimedia- making music using technologies</p> <p>Mark making and painting- process art</p>	<p>Sculpture with natural materials</p> <p>Textures and collage- Spring flowers, leaves, etc.</p>	<p>3D Craft – making boats</p> <p>Mark making and painting – Process art focussing on sea scenes</p>	<p>Summer recipes and cutting skills</p> <p>Textures and collage- creating seaside scenes</p>
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PSHE & Developing Independence

Daily practice- Toileting/ personal care, handwashing, tooth brushing (Brilliant Brushers programme), face washing, lunchtime support, dressing skills (in PD and swim sessions), and following daily routines. Self-regulation is taught through daily use of 'The Zones of Regulation' which supports pupils in recognising their emotions. Pupils have access to a range of tools to support with co-regulation or self-regulation. This may include the use of sensory diet, break out time, quality time with an adult or the use of symbols to support their understanding of their wants and needs. In addition to this, pupils have regular circle time sessions that may include the day board session, aromatherapy, TACPAC, assembly, and class worship. Pupils have a weekly session focussing on PSHE skills specific to their pathway.

Engagement- Play skills Construction Role play Turn- taking Multisensory- My development sessions: My Care and Independence	Engagement- Play skills Small world Expressive play Sand and Water play Multisensory- My development sessions: Social interaction	Engagement- Play skills Construction Role play Turn- taking Multisensory- My development sessions: Sensory development	Engagement- Play skills Small world Expressive play Sand and Water play Multisensory- My development sessions: Body Awareness	Engagement- Play skills Construction Role play Turn- taking Multisensory- My development sessions: My environment	Engagement- Play skills Small world Expressive play Sand and Water play Multisensory- My development sessions: My Wellbeing
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Physical Development

Physical development is adapted to the needs of the pupils and may include physiotherapy programmes, Hydrotherapy, Rebound therapy, use of Sensory diet, individual physical and sensory targets and group sessions for the Engagement pathway. Pupils have regular access to swim sessions on a termly or half termly basis.

Engagement- Adventure playground	Engagement- Gymnastics	Engagement- Music and Movement	Engagement- Ball skills	Engagement- Parachute games	Engagement- Bikes and scooters
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