

Curriculum Overview Year 2 of 4- Multisensory pathway

Year 2 Autumn Term	Spring Term	Summer Term			
Let's Celebrate! 	Into the Woods 	Transport and Holidays 			
<u>Cognition, Communication, Language</u> Communication and language is supported through the use of a Total Communication approach. This includes: Intensive Interaction, Makaton, Communication books/boards, PODD, and Speech and Language Interventions. Pupils access a half termly sensory story incorporating a range of sensory activities to make the story immersive. Alongside these pupils have access to a carousel of activities 3x a week, focusing on early reading and writing skills (which may include key skills such as fine motor skills, gross motor skills, mark making, pre-phonics, book handling, story telling and more). Songs, rhymes, and poetry are incorporated throughout to allow exposure to a range of texts. Sensory RWI phonics is taught daily Write Dance/disco dough- 3 times a week Story time- daily <u>Mathematical Thinking & Problem Solving</u> Problem solving is an overarching skill that needs to be included in all areas. Numicon is used as a tool throughout a range of activities to support the understanding of the pupils including number and shape and classification. Mathematical development is supported through a carousel of activities focusing on the core areas of number and shape (alongside the English core areas of reading and writing).					
Sensory stories: KS1- Kitchen Disco KS2- Let's Celebrate, special days from around the World KS3- If you take a Mouse to the Movies	Sensory stories: KS1- The Christmas Pine KS2- A Festive Feast KS3- Little Glow	Sensory stories: KS1 – The Gruffalo KS2 – Percy Park keeper KS3 – Where the wild things are	Sensory stories: KS1 – We're going on a Bear Hunt KS2 – Little Red Riding Hood	Sensory stories: KS1 – Up, up, up! KS2 – We all go travelling by KS3 – Mrs Armitage on Wheels	Sensory stories: KS1 – It's a Seashell Day! KS2 – You can't take an elephant on holiday

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			KS3 – The Busy Fox: A story about the calming power of nature		KS3 - The Magic Train Ride
<u>My Independence</u> 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 theme 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 my independence activities, 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. <u>Physical Development</u> 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. Pupils have regular access to swim sessions on a termly or half termly basis. <u>Religious Education</u> Our RE topics are taught on one day each half term, where we focus on a different religious festival. During these sessions, we come together in the hall to explore a range of activities linked to the festival, allowing pupils to engage in meaningful, sensory, and interactive experiences.					
RE day: September- Harvest	RE day: November- Diwali December: Christmas	RE day: Eid	RE day: Easter	RE day: Eid al Adha	Cultural studies
<u>PSHE & Developing Independence</u> 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.					
Multisensory- My development sessions: My Care and Independence	Multisensory- My development sessions: Social interaction	Multisensory- My development sessions: Sensory development	Multisensory- My development sessions: Body Awareness	Multisensory- My development sessions: My environment	Multisensory- My development sessions: My Wellbeing