



## Key Stage End Points – Overview

At each key stage, pupils will achieve personalised milestones in alignment with our core values of **integrity, inclusivity, resilience, innovation, and respect**.

Pupils will develop a strong sense of **integrity** by celebrating their achievements and embracing challenges with honesty and determination.

Through an **inclusive** approach, pupils will access a broad, adapted curriculum that values diversity and supports every learner to reach their full potential.

Pupils will demonstrate **resilience** by overcoming obstacles, building confidence, and developing independence in their learning journeys.

With a focus on **innovation**, creative teaching strategies and resources will be employed to engage and inspire learners, promoting problem-solving and adaptability.

**Respect** will be at the heart of all interactions, fostering a supportive environment where every pupil feels valued, understood, and empowered to contribute meaningfully to their community.

This holistic approach ensures our pupils are equipped with the skills, confidence, and a mindset to succeed at their individual levels and beyond.

## PRIMARY: EYFS 'THIS IS ME'

| CURRICULUM<br>FOCUS                   | SENSORY PATHWAY  | COMMUNICATION PATHWAY   | CORE PATHWAY  |
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| <b>Communication and<br/>language</b> | <ul style="list-style-type: none"> <li>• Pupils will encounter methods of communication and will be experience how this work.</li> <li>• Pupils will begin to see the purpose and pleasure in interacting with others</li> <li>• Pupils will respond to their name.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to show preferred method of communication.</li> <li>• Pupils will begin to see the purpose and pleasure in interacting with others</li> <li>• Pupils will begin to engage in activities such as songs, rhymes, and role play, supported by tools supporting AAC devices for longer periods of time.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will have show a preferred method of communication and begin to develop their proficiency using it.</li> <li>• Pupils will begin to see the purpose and pleasure in interacting with peers</li> <li>• Pupils will follow simple instructions, using AAC if appropriate</li> </ul> |

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| <p><b>Literacy</b></p> | <ul style="list-style-type: none"> <li>• Pupil will develop an enjoyment in learning by tuning in to songs and rhymes.</li> <li>• Pupils will begin to participate in a wide range of sensory learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil will show a preference to songs, rhymes and sensory play.</li> <li>• Pupils will engage in adult lead learning with interest.</li> <li>• Pupils will begin to respond to songs and rhymes</li> <li>• Pupils will be aware of inputting devices</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore and engage with different experiences.</li> <li>• pupil will develop an enjoyment in learning.</li> <li>• Pupils will begin to isolate sounds and identify objects and characters in familiar stories and rhymes.</li> <li>• Pupils will hold tools to make purposeful marks</li> <li>• Pupils will know icons/keys on a device have meaning and use this in a random way</li> </ul> |
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| <p><b>Mathematics</b></p> | <ul style="list-style-type: none"> <li>• Pupils will encounter mathematical language through rhymes, songs, and sensory stories.</li> <li>• Pupils will begin to respond consistently to sensory stimuli such as reaching, pointing, or tracking objects.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will encounter number rhymes, songs and stories for increasing length of time</li> <li>• Pupils will participate in turn-taking activities with adults.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will engage actively with number rhymes, songs, and stories, anticipating and predicting sequences.</li> <li>• Pupils will join in rote counting to 5, to represent numbers, and apply numbers to practical activities, such as games and labelling.</li> <li>• Pupils will begin to count small quantities reliably, recognise some numerals.</li> <li>• Pupils will participate and interact with numbers during role play and shopping games.</li> </ul> |
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| <b>Personal, social and emotional<br/>development</b> | <ul style="list-style-type: none"> <li>• Pupils will cooperate with selfcare activities.</li> <li>• With adult support, pupils will participate within class activities</li> <li>• Pupils will be supported to be aware of basic emotions of happy and sad.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will cooperate with selfcare activities.</li> <li>• Pupils will participate with adult led activities for a short period of time</li> <li>• Pupils will follow one-word instructions to keep them safe</li> <li>• Pupils will be supported to recognise basic emotions of happy and sad.</li> <li>• Pupils will experience some strategies that can support good mental wellbeing and self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will develop an understanding of danger in the immediate environment.</li> <li>• Pupils will be supported to follow selfcare activities with increased independence, within a routine.</li> <li>• Pupils will be confident and enjoy participating in group activities</li> <li>• Pupils will be supported to recognise basic emotions in themselves.</li> <li>• With support, Pupils will use some strategies that can support good mental wellbeing and self-regulation</li> </ul> |
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| <b>Physical development</b> | <ul style="list-style-type: none"> <li>• Pupils will experience and begin to respond to sensory and physical stimuli, such as massage, movement, and sensory play</li> <li>• Pupils will passively engage in total body movements (e.g., swinging, floating, rolling)</li> <li>• Pupils will experience movement over, under, and through objects, exploring outdoor surfaces like grass or cobbles orientation, and levels with adult support.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will engage with body awareness activities</li> <li>• Pupils will be able to make controlled movements with gross body movements.</li> <li>• Pupils will be able to move over, under, and through objects, exploring outdoor surfaces like grass or cobbles</li> <li>• Pupils will use tools to mark make within sensory play with increased control</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will experience movement over, under, and through objects, exploring outdoor surfaces like grass or cobbles</li> <li>• Pupils will begin to respond to group activities such as parachute games.</li> <li>• Pupils will use tools to mark make with increased confidence and control.</li> </ul> |
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| <p><b>Understanding the world</b></p> | <ul style="list-style-type: none"> <li>• Pupils will develop basic awareness of self and others.</li> <li>• Pupils will anticipate and respond to daily routines and familiar activities.</li> <li>• Pupils will participate in sensory experiences linked to cultural, religious, and community events.</li> <li>• With support, pupils will begin exploring their immediate environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will recognise photos of themselves.</li> <li>• Pupils will show functional responses to sequences and routines, like dressing.</li> <li>• Pupils will explore their immediate environment.</li> <li>• Pupils will participate in multi-sensory cultural and religious experiences, experiencing diversity and community values</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will recognise themselves and others, identifying similarities and differences among people.</li> <li>• Pupils will develop some understanding of basic emotions in themselves and begin to collaborate in social contexts.</li> <li>• Pupils will navigate and solve basic problems in their environment</li> <li>• Pupils will actively participate in cultural, religious, and community events, experiencing diversity and community values.</li> <li>• Pupils will explore activities involving maps, weather patterns, and global and local themes.</li> </ul> |
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| <b>Expressive arts and<br/>design</b> | <ul style="list-style-type: none"> <li>• Pupil will experience multi-sensory activities using the body and senses to explore textures, colours, music and materials.</li> <li>• Pupils will encounter and explore a variety of tools, objects, and materials through sensory play and functional interactions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will engage with multi-sensory activities through exploration, demonstrating preferences and simple responses.</li> <li>• Pupils will begin using basic tools and objects with support, exploring their purpose and function.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use a variety of tools and media and experiment with colours.</li> <li>• Pupils will demonstrate purposeful use of tools and technologies, developing independent responses.</li> <li>• Pupils will engage in group musical activities, showing some preferences.</li> </ul> |
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## PRIMARY : KEY STAGES 1 “THIS IS ME”

| CURRICULUM<br>FOCUS   | SENSORY PATHWAY  | COMMUNICATION PATHWAY   | CORE PATHWAY   |
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| <b>English</b><br><b>Speaking and Listening - Communication</b> | <ul style="list-style-type: none"> <li>• Pupils will begin to show a preferred method of communication.</li> <li>• Pupils will engage in basic communication (e.g vocalising, body responses) through songs, rhymes, and role play.</li> <li>• With support, Pupils will express their needs and interact with adults</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to develop the ability to engage in simple interactions using AAC or another form of communication.</li> <li>• Pupils will start to understand the purpose of communication, using it to express simple ideas and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to develop basic speaking and listening skills, using simple gestures, sounds, or words.</li> <li>• Pupils will begin to follow instructions and engage in activities that promote verbal expression, such as simple stories or structured group activities.</li> </ul> |

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| <p><b>English</b></p> <p><b>Reading and Writing</b></p> | <ul style="list-style-type: none"> <li>• Pupils will experience sensory stories, responding to textures, sounds, or visual stimuli.</li> <li>• Pupils will begin to show preferences for songs, stories or pictures.</li> <li>• With support, pupils will begin to mark make manipulating tools purposefully.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to handle books purposefully</li> <li>• Pupils will show preferences for stories and songs and follow simple actions to these.</li> <li>• Pupils will engage with sensory stories, responding to textures, sounds, or visual stimuli.</li> <li>• Pupils will begin to mark make with tools such as crayons or finger paints.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to recognise familiar letters and understand that writing carries meaning (e.g., through symbols or scribbles).</li> <li>• Pupils will start to engage with early phonics activities, listening to sounds in words and recognising familiar objects or characters in books.</li> <li>• Pupils will mark make with some purpose, starting to form shapes or early letters with the support of sensory activities.</li> </ul> |
| <p><b>English</b></p> <p><b>Phonics</b></p>             | <ul style="list-style-type: none"> <li>• Pupils will begin to discriminate sounds, responding to different auditory stimuli in their environment</li> <li>• Pupils will begin to associate simple sounds in their environment with objects or characters e.g. animal sounds, environmental noises.</li> </ul>            | <ul style="list-style-type: none"> <li>• Pupils will start to recognise and discriminate between different sounds.</li> <li>• Pupils will begin to link sounds with corresponding pictures, such as matching animal sounds to their representation.</li> <li>• Pupils will show an awareness of phonics and show ‘phonics readiness’.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will begin to recognise individual sounds and link them to letters.</li> <li>• With support, pupils will be able blend and segment simple words made up of learnt letter sounds.</li> </ul>  |

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| <b>Mathematics</b>   | <ul style="list-style-type: none"> <li>• Pupils will engage in activities such as number rhymes, songs, and sensory experiences to explore the concept of numbers.</li> <li>• Pupils will understand that objects have permanence and will seek objects when hidden (e.g., basic object permanence games).</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will start to use numbers in everyday activities such as singing number songs, playing with counting toys, or participating in simple number games.</li> <li>• Pupils will begin to recognise numerals and connect some numbers to physical objects.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will start to count reliably up to 10 and recognise numerals up to 5.</li> <li>• Pupils will begin to recognise basic shapes and understand their properties through hands-on activities (e.g., sorting circles, squares).</li> </ul>   |
| <b>Personal, social and emotional development including Relationship and</b> | <ul style="list-style-type: none"> <li>• Pupils will begin to develop an awareness of their immediate environment.</li> <li>• With support, Pupils will engage in activities that promote self-care, such as washing hands.</li> <li>• With support, pupils will participate in classroom routines.</li> </ul>        | <ul style="list-style-type: none"> <li>• Pupils will begin to recognise basic emotions in themselves</li> <li>• Pupils will participate in simple activities designed to build emotional vocabulary (e.g., identifying feelings in stories or pictures).</li> <li>• Pupils will engage in simple activities that promote positive relationships, such as turn-taking games, sharing toys, and following group rules.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to understand and follow simple instructions within the classroom.</li> <li>• Pupils will show increased participation in group activities, following visual or verbal prompts.</li> <li>• Pupils will be able to identify basic emotions in themselves and express simple needs.</li> </ul> |

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| <b>Physical<br/>development</b> | <ul style="list-style-type: none"> <li>• Pupils will engage with body awareness activities and begin to show control in movements.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils will begin to engage in group activities and show more control when interacting with equipment like balls</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils will begin to demonstrate control in gross motor movements and engage in simple group activities</li> </ul>   |
| <b>Science</b>                  | <ul style="list-style-type: none"> <li>• Pupils will explore their immediate environment, showing interest in objects and responding to environmental changes, such as weather or light.</li> <li>• Pupils will engage with sensory experiences involving textures, materials, and natural phenomena.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show interest in natural objects and respond to environmental changes, such as temperature or sounds in the environment.</li> <li>• Pupils will use sensory experiences to explore the world, reacting to light, textures, and natural materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show an interest in natural objects and phenomena, such as flowers, trees, and animals, and engage with sensory play involving nature.</li> <li>• Pupils will start to make simple observations about the environment, such as recognising plants or animals.</li> </ul> |

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| <b>Geography</b> | <ul style="list-style-type: none"> <li>• Pupils will explore their surroundings and begin to recognise basic features, such as the indoor and outdoor spaces.</li> <li>• Pupils will respond to changes in their environment, such as different weather.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore and engage with their environment, identifying locations like their home and school.</li> <li>• Pupils will show an awareness of simple geographical concepts, such as the differences between indoor and outdoor spaces and basic weather patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore their surroundings and begin to recognise different geographical features (e.g., recognising objects around the school and local area).</li> <li>• Pupils will notice changes in the environment, such as weather changes and how this affects their surroundings.</li> </ul>                                       |
| <b>History</b>   | <ul style="list-style-type: none"> <li>• Pupils will recognise familiar people.</li> <li>• Pupils will explore simple concepts of time through daily routines and familiar activities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will recognise familiar people and some significant events in their lives, such as birthdays, family and school events and staff.</li> <li>• Pupils will begin to understand basic concepts of time e.g. now, next, then.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will begin to recognise familiar events and people, showing awareness of simple concepts of time through daily routines e.g. now, next, then, today, yesterday and tomorrow.</li> <li>• Pupils will begin to understand the concept of change, using events like birthdays and Christmas to mark the passage of time.</li> </ul> |

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| <b>RE</b>             | <ul style="list-style-type: none"> <li>Pupils will engage with sensory activities using religious artefacts, music, or sensory stories from their own and other cultures.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils will engage in multi-sensory religious and cultural experiences.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils will begin to engage with stories and artifacts from different religious traditions, recognising some stories and events from various traditions</li> <li>Pupils will use sensory experiences to learn about religious practices and cultural diversity.</li> </ul> |
| <b>Computing</b>      | <ul style="list-style-type: none"> <li>Pupils will explore and respond to sensory stimuli from electronic sources, such as lights, sounds, and movements, using basic cause and effect devices or toys.</li> <li>Pupils will engage with simple equipment such as switches.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will begin to use simple devices (such as switches, buttons) to interact with digital programs.</li> <li>Pupils will engage in activities on digital platforms or interactive apps.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will begin to explore simple technologies (e.g., toys with lights, sounds).</li> <li>Pupils will engage with basic technology recognising and responding to various stimuli.</li> </ul>   |
| <b>Art and Design</b> | <ul style="list-style-type: none"> <li>Pupils will begin to show a preference when using the body and senses to explore textures, colours, and materials.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils will use sensory experiences to explore textures, shapes, and colours.</li> <li>Pupils will begin to create marks and simple designs based on sensory exploration.</li> </ul>                  | <ul style="list-style-type: none"> <li>Pupils will engage in multi-sensory exploration of colours and textures, using tools like crayons, paints, and markers.</li> <li>Pupils will begin to create intentional marks to represent ideas and feelings.</li> </ul>   |

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| <b>Design and Technology</b> | <ul style="list-style-type: none"> <li>Pupils will explore a variety of tools, objects, and materials through sensory play.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils will engage in sensory experiences to explore different materials and tools.</li> <li>Pupils will begin create basic structures or manipulate materials with increased control.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will use basic tools to explore and manipulate materials, beginning to understand their functions.</li> <li>Pupils will engage in simple design tasks using a variety of materials.</li> </ul>        |
| <b>Music</b>                 | <ul style="list-style-type: none"> <li>Pupils will engage with familiar sounds, songs, and rhythms, showing responses such as anticipation, preference, or physical reactions.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will participate in musical activities, demonstrating preferences and simple responses to music.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils will begin to respond to music through movement or vocalisation, exploring sounds and rhythm.</li> <li>Pupils will show preferences and controlled responses for certain songs or rhythms.</li> </ul> |

## PRIMARY : KEY STAGES 2 “MY PLACE IN THE WORLD”

| CURRICULUM<br>FOCUS  | SENSORY PATHWAY   | COMMUNICATION PATHWAY  | CORE PATHWAY   |
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| <p><b>English</b></p> <p><b>Speaking and Listening - Communication</b></p> | <ul style="list-style-type: none"> <li>• Pupils will show a preferred method of communication (e.g., using AAC or vocalisation).</li> <li>• With adults, pupils will show understanding of social interactions, such as turn-taking and responding appropriately in interactions (turning to look, vocalising, facial expressions)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will have increased independence in using their preferred communication method in various contexts.</li> <li>• Pupils will start to use a range of vocabulary in their communication when using their preferred communication method.</li> <li>• Pupils will show improved communication skills within their peer group and teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will communicate effectively using a wider range of vocabulary, forming short sentences to express needs or ideas.</li> <li>• Pupils will demonstrate active listening and begin to respond appropriately to a variety of communication cues, both verbal and non-verbal.</li> </ul> |



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| <p><b>English</b></p> <p><b>Reading and Writing</b></p> | <ul style="list-style-type: none"> <li>• Pupils will engage with simple, familiar stories and show a preference for favourite stories and characters.</li> <li>• Pupils will start to understand how books work, showing an interest in the sequence of pictures or words.</li> <li>• Pupils will make marks showing some purpose.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will recognise their favourite books and stories and, with support, give basic reasons for this.</li> <li>• They will begin to use phonics knowledge to decode simple words or sentences.</li> <li>• Pupils will experiment with writing, forming letters and using phonics to make simple labels or captions for pictures.</li> <li>• Pupils will create simple sentences with the support of methods such as colourful semantics</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to decode simple words using phonetic knowledge, and use phonics to support their writing.</li> <li>• Pupils will show increasing control over writing through forming letters and making marks to represent words and sounds.</li> <li>• Pupils will be encouraged to write simple words, labels, or captions to support their understanding of literacy.</li> </ul> |
| <p><b>English</b></p> <p><b>Phonics</b></p>             | <ul style="list-style-type: none"> <li>• Pupils will start to recognise and discriminate between different sounds.</li> <li>• Pupils will begin to link sounds with pictures or symbols such as matching animal sounds to their visual representation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will develop the ability to blend and segment sounds for reading and writing.</li> <li>• With support, pupils will apply phonics knowledge to words and use it to write simple sentences and labels.</li> <li>• Pupils will begin to read simple texts using their phonetic knowledge, making sense of short sentences or simple stories with carefully scaffolded support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils will begin to blend and segment sounds more fluidly, starting to read and write simple words with increased independence.</li> <li>• Pupils will apply their phonics knowledge to recognise and read simple texts, using decoding skills.</li> </ul>   |

## Mathematics

- Pupils will start to use numbers in everyday activities such as singing number songs, playing with counting toys, or participating in simple number games.
- Pupils will begin to recognise and understand the concept of quantity (e.g., understanding that 3 is more than 2).
- Pupils will begin to engage in more structured number activities, understanding the relationship between numerals and quantities.
- Pupils will start to count reliably up to 10 and recognise numerals up to 5.
- Pupils will begin to recognise basic shapes and understand their properties through hands-on activities (e.g., sorting circles, squares).
- Pupils will engage in more number activities, solving simple addition or subtraction problems using objects.
- Pupils will begin to recognise, name and associate different properties to basic shapes in different contexts, such as identifying triangles, squares, and circles in the environment.
- Pupils will begin to explore number patterns and sequences beyond 10 and apply their knowledge to simple practical problems.

**Personal, social and emotional development  
including Relationship and Sex Education**

- Pupils will develop more awareness when moving around the school and will show increasing awareness of their own emotions and strategies for self-regulation.

- Pupils will begin to explore emotions that they find difficult and practice self-regulation strategies.

- Pupils will take a more active role in managing emotions and relationships and, with support develop strategies to support their mental well-being.

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| <b>Physical<br/>development</b> | <ul style="list-style-type: none"> <li>• Pupils will combine movements with improved control.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils will demonstrate increased control and coordination with gross motor movements and begin to collaborate more in physical activities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will be able to engage in group activities and show independence and control with physical tasks.</li> </ul>   |
| <b>Science</b>                  | <ul style="list-style-type: none"> <li>• Pupils will show interest in natural objects and respond to environmental changes, such as temperature or sounds in the environment.</li> <li>• Pupils will use sensory experiences to explore the world, reacting to light, textures, and natural materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to identify and name different natural changes (e.g., seasons, animals, weather) and begin to link these with their actions (e.g., dressing appropriately for the weather).</li> <li>• Pupils will explore basic cause-and-effect relationships in the environment (e.g. how the wind blows leaves, sun dries up puddles/clothes)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will understand some natural and physical changes (e.g., plants growing, changes in weather, animal behaviours).</li> <li>• Pupils will begin to understand cause-and-effect relationships in the environment (e.g., the weather) that influence actions or behaviours.</li> </ul> |

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| <b>Geography</b> | <ul style="list-style-type: none"> <li>Pupils will begin to navigate and explore their environment.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils will explore their surroundings and begin to recognise different geographical features (e.g., recognising objects around the school and local area).</li> <li>Pupils will notice changes in the environment, such as weather changes and how this affects their surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will start to compare environments and their uses, recognising the differences between different areas.</li> <li>Pupils will explore broader geographical concepts, such as maps, locations, and the relationships between local and global features (e.g., different countries or climates).</li> </ul> |
| <b>History</b>   | <ul style="list-style-type: none"> <li>Pupils will begin to recognise themselves</li> <li>Pupils will explore personal and family history, such as identifying familiar people</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils will explore personal and community history, including significant events and traditions.</li> <li>Pupils will begin to use simple vocabulary to describe changes over time (e.g., "yesterday," "tomorrow").</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils will explore changes in personal history and community history e.g. local celebrations or traditions.</li> <li>Pupils will understand how objects and events change over time and begin to use historical vocabulary.</li> </ul>   |
| <b>RE</b>        | <ul style="list-style-type: none"> <li>Pupils will actively participate in religious and cultural celebrations, experiencing diversity and community values.</li> <li>Pupils will begin to recognise religious stories and events from different cultures.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will show an awareness of cultural and religious celebrations and their role in community life.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils will explore cultural and religious events and celebrations.</li> <li>Pupils will start to recognise the role of religion and culture in community life and traditions.</li> </ul>   |

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| <b>Computing</b>             | <ul style="list-style-type: none"> <li>• Pupils will use devices like touchscreens or switches to interact with programs.</li> <li>• Pupils will engage with a variety of tools, such as keyboards or iPads, to respond to digital materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will follow scaffolded instructions to use equipment independently.</li> <li>• Pupils will demonstrate collaborative skills through technology-based activities, taking turns during group tasks.</li> </ul>               | <ul style="list-style-type: none"> <li>• Pupils will start to use digital tools to complete specific tasks and create digital outputs e.g., drawing on tablets.</li> <li>• Pupils will begin to engage in collaborative and independent tasks using technology.</li> </ul>      |
| <b>Art and Design</b>        | <ul style="list-style-type: none"> <li>• Pupils will engage with art through exploration to create sensory experiences.</li> <li>• Pupils will use various tools and media to make marks and experiment with colours.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Pupils will experiment with a wider range of tools and materials, using them intentionally.</li> <li>• Pupils will begin to build simple models and create designs with specific goals in mind.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Pupils will use a range of materials and tools to express themselves creatively.</li> <li>• Pupils will develop designs and models that represent their understanding of the world.</li> </ul>   |
| <b>Design and Technology</b> | <ul style="list-style-type: none"> <li>• Pupils will begin using basic tools and objects with increased independence, exploring their purpose and function.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will demonstrate purposeful use of tools, applying learned skills to create and explore familiar products.</li> <li>• Pupils will begin to make independent decisions about which tools to use in design tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will engage in design and technology tasks, applying simple problem-solving skills to create functional products.</li> <li>• Pupils will independently select tools and materials for tasks based on their function.</li> </ul> |

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| <p><b>Music</b></p> | <ul style="list-style-type: none"> <li>• Pupils will develop independence playing instruments and engaging in group musical activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will show an understanding of rhythm and sound, engaging in group musical activities with increasing independence.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate increased focus and coordination in musical activities, beginning to play instruments and explore rhythm patterns independently.</li> </ul> |
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## SECONDARY: KEY STAGE 3 “FOUNDATIONS FOR THE FUTURE”

| CURRICULUM<br>FOCUS   | SENSORY PATHWAY   | COMMUNICATION PATHWAY   | CORE PATHWAY  |
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| <b>English</b><br><b>Speaking and Listening - Communication</b> | <ul style="list-style-type: none"> <li>• Pupils will use AAC with independence.</li> <li>• Pupils will interact and express themselves in familiar activities like storytelling, songs, and role play making simple comments using AAC</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use AAC in a structured way.</li> <li>• Pupils will seek opportunities to interact with others.</li> <li>• Pupils will communicate with a range of people within school using a consistent preferred method.</li> <li>• Pupils will build friendships within the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to communicate more confidently with less familiar adults, both within school and in the local community.</li> <li>• Pupils will interact with and build friendships with peers from across the Key Stage/school.</li> <li>• Pupils will use new vocabulary in different contexts</li> </ul> |



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| <p><b>English</b></p> <p><b>Reading and Writing</b></p> | <ul style="list-style-type: none"> <li>• Pupils will make marks independently</li> <li>• Pupils will sequence 3 pictures from a familiar story.</li> <li>• Pupils will know icons/keys on a device have meaning and use this in a random way.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Pupils will give their writing meaning and use their phonetic knowledge to support writing</li> <li>• Pupils will give pictures labels for meaning</li> <li>• Pupils will write for a purpose using word and phonics knowledge</li> <li>• Pupils will write/input on a device, basic sentences using carefully scaffolded support, such as colourful semantics</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will be self-motivated to write for a given purpose</li> <li>• Pupils will be confident to use known strategies to read simple texts for pleasure</li> <li>• Pupils will write for different purposes such as lists, emails, recounts</li> <li>• Pupils will use reading and writing skills with increased confidence to support in other subjects</li> </ul> |
| <p><b>English</b></p> <p><b>Phonics</b></p>             | <ul style="list-style-type: none"> <li>• Pupils will be able to discriminate sounds.</li> <li>• Pupils will be able to recognise key words using picture and symbols matched to these</li> <li>• Pupils will show an awareness of phonics and show 'phonics readiness'.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use phonetic knowledge to blend and segment more complex words</li> <li>• Pupils will use phonetic knowledge to write labels, captions and sentences with increased independence</li> <li>• Pupils will read a variety of simple text using phonetic knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will be able to decode polysyllabic words with confidence</li> <li>• Pupils will be able to write words using different spelling patterns</li> </ul>  |

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| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>• Pupils will engage actively with number rhymes, songs, and stories, anticipating and predicting sequences.</li> <li>• Pupils will join in rote counting to 10, using movements or eye-pointing to represent numbers, and apply numbers to practical activities, such as games and labelling.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will participate in rote counting and use numbers in practical, life-skill activities, such as money games.</li> <li>• Pupils will reliably count beyond 10 objects and engage in sorting and matching tasks.</li> <li>• Pupils will recognise, sequence, and record numbers up to 20, use ordinal numbers, and show awareness of coin values, beginning to exchange money in social contexts.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will count in multiples of 1, 2, 5, and 10, represent quantities using objects or pictures,</li> <li>• Pupils will read and write numbers from 1 to 50 and show awareness of the place values to these.</li> <li>• Pupils will begin exploring place value with numbers up to 100 through counting and problem-solving activities.</li> </ul> |
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| <p><b>Personal, social and emotional development and<br/>Relationship and Sex, Education</b></p> | <ul style="list-style-type: none"> <li>• Pupils will know to stay with an adult when in the community.</li> <li>• Pupils will participate with self-care activities with increased independence.</li> <li>• Pupils will actively participate in activities offered, demonstrating some social awareness e.g. active listening and turn taking</li> <li>• Pupils will recognise basic emotions in themselves and follow routines to support the self-management.</li> <li>• Pupils will accept strategies to support good mental wellbeing</li> <li>• Pupils will develop positive relationships within their class.</li> </ul> | <ul style="list-style-type: none"> <li>• With support, pupils will safely navigate specific local and online communities.</li> <li>• Pupils will be able to ask for help from adults within the school community.</li> <li>• Pupils will complete self-care tasks with independence.</li> <li>• Pupils will recognise some emotions that they find difficult and know some supportive strategies.</li> <li>• Pupils will maintain positive relationships within the school setting</li> </ul> | <ul style="list-style-type: none"> <li>• With support, Pupils will access local and online communities safely.</li> <li>• Pupils will begin to identify who to ask for help if required.</li> <li>• Pupils will complete self-care tasks independently, considering puberty.</li> <li>• Pupils will recognise their own emotions and link them to a strategy which will support their readiness for learning and being in the community</li> <li>• Pupils will explore and review different strategies that can support good mental wellbeing.</li> <li>• Pupils will be able to maintain healthy relationships with their immediate peers and known adults.</li> <li>• With support, Pupils will know how to conduct themselves in different workplace scenarios</li> <li>• Pupils will know how to say no to others and how to seek help, whether in the community or online.</li> </ul> |
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| <b>Physical development</b> | <ul style="list-style-type: none"> <li>• Pupils will explore whole-body movements e.g, crawling, walking, rolling and interact with small and large equipment like balls, slides, or climbing frames.</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts.</li> <li>• Pupils will begin to combine two actions (e.g., crawling and walking), engage in simple group activities, and know how to use equipment appropriately e.g. kicking or throwing a ball.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use whole-body movements (e.g., crawling, walking, rolling) and interact with small and large equipment like balls, slides, or climbing frames.</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts, demonstrating awareness of movement pace, direction, and levels</li> <li>• Pupils will combine two actions (e.g., crawling and walking), engage in simple group activities, and show some control when using equipment such as kicking or throwing a ball.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will interact with small and large equipment like balls, slides, or climbing frames with control</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts and follow a simple sequence confidently</li> <li>• With decreasing levels of support, Pupils will work collaboratively with peers in group activities and games</li> </ul> |
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| <p style="text-align: center;"><b>Science</b></p> | <ul style="list-style-type: none"> <li>• Pupils will experience a variety of sensory activities related to light, sound, and weather, such as feeling rain or exploring bright lights.</li> <li>• Pupils will encounter and respond to natural and man-made objects using their senses.</li> <li>• Pupils will demonstrate an understanding of simple cause-and-effect relationships, such as pushing objects to make them move.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore their immediate environment, encountering living things like plants and animals, and showing awareness of their basic needs.</li> <li>• Pupils will understand some elements of natural and physical changes, such as types of plants, animals, weather and seasons, and begin to explore cause-and-effect relationships in their environment.</li> <li>• Pupils will begin to solve basic problems involving their surroundings, such as adapting their actions to environmental conditions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will name parts of the body, animals, and plants while showing an understanding of their basic functions e.g. plants need water.</li> <li>• Pupils will begin to use simple scientific language and perform basic tests with guidance, observing changes over time.</li> </ul> |
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| <p style="text-align: center;"><b>Geography</b></p> | <ul style="list-style-type: none"> <li>• Pupils explore their environment, recognising places such as the classroom, playground, and nearby locations.</li> <li>• Pupils will explore basic geographical concepts, such as weather patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will identify familiar places and link them to their functions, such as the playground or shop, and respond to weather changes by choosing appropriate clothing.</li> <li>• Pupils will know and navigate their environment by recognising simple symbols such as signs for toilets or classrooms.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will name and describe local landmarks and understand basic map features, such as roads or land versus sea.</li> <li>• Pupils will begin to link known local geographical features to the wider world</li> <li>• Pupils explore maps, atlases, and globes.</li> <li>• Pupils will know basic geographical features such as mountains, rivers, and cities.</li> <li>• Follow simple directions, care for their local environment, and recognise safety aspects e.g., road awareness.</li> </ul> |
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| <b>History</b> | <ul style="list-style-type: none"> <li>• Pupils will show awareness of familiar routines, people, and significant personal events like birthdays.</li> <li>• Pupils will begin to explore time through objects and images, such as looking at baby photos.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate awareness of key personal milestones and changes over time, such as noticing differences between past and present e.g., baby clothes vs. current clothes.</li> <li>• Pupils will use simple vocabulary relating to the passing of time</li> <li>• Pupils will know about some significant historical events British events.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will recognise and describe significant historical figures, places, or events, and relate them to their own experiences.</li> <li>• Pupils will use vocabulary relating to the passing of time</li> </ul>  |
| <b>RE</b>      | <ul style="list-style-type: none"> <li>• Pupils will encounter and participate in multi-sensory experiences related to religious stories, artefacts, or celebrations</li> <li>• Pupils will respond to religious activities or celebrations.</li> </ul>               | <ul style="list-style-type: none"> <li>• Pupils will begin to understand that different people celebrate in different ways.</li> <li>• Pupils will show responses to religious experiences through emotions such as joy or wonder.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will demonstrate knowledge of key symbols, artefacts, or practices associated with different religions and describe their significance.</li> <li>• Pupils will begin to reflect on their experiences during religious events and show some understanding to how they relate to themselves and others.</li> </ul> |

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| <b>Computing</b>      | <ul style="list-style-type: none"> <li>• Pupils will purposefully engage with simple cause-and-effect ICT activities, such as pressing switches to create sounds or light.</li> <li>• Pupils will respond to sensory stimuli from digital devices, such as bright screens, sounds, or vibrations.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use ICT devices like tablets or switches to make choices and interact with basic programs, showing preferences for sounds or images.</li> <li>• Pupils will begin to explore, in a functional way, the use of digital tools to communicate, such as recording simple audio or recognising their photo on a device.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use ICT tools, including keyboards and touchscreens, to complete simple tasks, such as creating or editing digital content.</li> <li>• Pupils will demonstrate awareness of internet safety by recognising age restrictions, sharing concerns, and managing personal information responsibly.</li> </ul> |
| <b>Art and Design</b> | <ul style="list-style-type: none"> <li>• Pupils will experience multi-sensory activities using the body and senses to explore textures, colours, and materials, building awareness of cause and effect.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will use tools and materials to create sensory experiences and simple designs, intentionally experimenting with colours, shapes, and textures.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils will purposefully select tools, media, and materials to express ideas and feelings, creating representational pictures, exploring patterns, and completing sequences of work.</li> <li>• Pupils will know some artists, showing preferences and giving opinions on their work.</li> </ul>                     |



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| <b>Design and Technology</b> | <ul style="list-style-type: none"> <li>Pupils will encounter and explore tools, materials, and objects through sensory and functional interactions.</li> </ul>                  | <ul style="list-style-type: none"> <li>Pupils will use tools and materials to experiences and create simple designs, intentionally experimenting with colours, shapes, and textures.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will independently select and use a variety of tools and techniques safely, construct mechanisms e.g., sliders or wheels, and adapt familiar products with increasing understanding of design features.</li> </ul>  |
| <b>Music</b>                 | <ul style="list-style-type: none"> <li>Pupils will engage with familiar sounds, songs, and rhythms, responding with anticipation, preference, or physical reactions.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will participate in call and response, action songs, and rhythm exploration, copying patterns and demonstrating preferences.</li> </ul>           | <ul style="list-style-type: none"> <li>Pupils will develop independence in playing instruments, creating rhythm patterns, and engaging in group activities with an understanding of tempo, pitch, and volume</li> <li>Pupils will express preferences and opinions to different genres of music.</li> </ul> |

## SECONDARY: KEY STAGE 4 “SKILLS FOR LIFE”

| CURRICULUM FOCUS                                  | SENSORY PATHWAY  | COMMUNICATION PATHWAY  | CORE PATHWAY   |
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| English<br>Speaking and Listening - Communication | <ul style="list-style-type: none"> <li>Pupils will communicate requests and show preferences using preferred method of AAC.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will begin to communicate more confidently with less familiar adults.</li> <li>Pupils will interact with and build friendships with peers in school.</li> <li>Pupils will use increased vocabulary when communicating</li> </ul> | <ul style="list-style-type: none"> <li>With support, pupils will communicate effectively within their local community, including with different workplaces.</li> <li>Pupils will communicate effectively with all stakeholders within the school community.</li> <li>Pupils will use related vocabulary within familiar topics and communicate with understanding on these.</li> </ul> |

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| <b>English</b><br><b>Reading and Writing</b> | <ul style="list-style-type: none"> <li>• Pupils will use a devise to identify words and pictures</li> <li>• Pupils will choose favourite stories and interact with understanding to basic activities linked to these.</li> </ul> | <ul style="list-style-type: none"> <li>• With support, pupils will write for different purposes and use their phonetic knowledge to support writing</li> <li>• With increased independence, will write/input on a device for a range of purposes</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will be self-motivated to write for different contexts</li> <li>• Pupils will achieve qualifications and accreditations in English</li> <li>• Pupil will be able to navigate basic work-related literacy tasks with increased confidence</li> </ul> |
| <b>English</b><br><b>Phonics</b>             | <ul style="list-style-type: none"> <li>• Pupils will be able to discriminate sound and give meaning to this.</li> <li>• Pupils will be able to use assisted technology to create basic visual request and comments.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will use phonetic knowledge to blend and segment</li> <li>• Pupils with use phonetic knowledge to write labels and captions</li> <li>• Pupils will read simple text using phonetic knowledge</li> </ul>     | <ul style="list-style-type: none"> <li>• Pupils will be able to decode polysyllabic words with confidence</li> <li>• Pupils will be able to write words using different spelling patterns to allow them to achieve qualifications and accreditation for their next step in learning.</li> </ul>     |

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| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>• Pupils will be able to group and sort by a given criterion.</li> <li>• Pupils will experience rote counting and be familiar with counting, number names and numerals.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will count in multiples of 1, 2, 5, and 10, represent quantities using objects or pictures,</li> <li>• Pupils will read and write numbers from 1 to 50.</li> <li>• Pupils will begin exploring place value with numbers up to 100 through counting and problem-solving activities.</li> <li>• Pupils will be able to simple calculations correctly.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will solve simple practical and worded problems independently</li> <li>• Pupils will use mathematical knowledge in real life situation including work related learning</li> <li>• Pupils will achieve Maths qualifications and accreditations.</li> </ul> |
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| <b>Personal, social and emotional<br/>development and Relationship and Sex<br/>education</b> | <ul style="list-style-type: none"> <li>• Pupils will know to stay with an adult and will when in the community.</li> <li>• Pupils will participate with self-care activities, using equipment where appropriate.</li> <li>• Pupils will actively participate in activities demonstrating social awareness</li> <li>• Pupils will recognise basic emotions and use preferred methods of communication to communicate these.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will know to seek help to access local and online communities safely.</li> <li>• Pupils will begin to identify who to ask for help if required.</li> <li>• Pupils will complete self-care tasks independently, considering puberty.</li> <li>• Pupils will recognise their own emotions and link them to a strategy which will support their self-regulation</li> <li>• Pupils will know some strategies that can support good mental wellbeing.</li> <li>• Pupils will be able to maintain healthy relationships with their immediate peers and known adults.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will take an active role in decision making when accessing the local community, considering potential risks, including when online.</li> <li>• Pupils will take an active role in determining how best to present themselves in different situations</li> <li>• Pupils will know some strategies that can support good mental wellbeing.</li> <li>• Pupils will know how to say no to others and how to seek help, whether in the community or online.</li> </ul> |
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| <b>Physical development</b> | <ul style="list-style-type: none"> <li>• With increased control and following therapy targets, Pupils will use whole-body movements where appropriate.</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts.</li> <li>• Pupils will begin to combine two actions and engage in simple group activities that have physical elements e.g team games such as boccia</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use whole-body movements and interact with small and large equipment independently.</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts, demonstrating awareness of movement pace, direction, and levels e.g., high, low.</li> <li>• Pupils will combine two actions (e.g., crawling and walking), engage in simple group activities, and show some control when using equipment such as kicking or throwing a ball.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will interact with small and large equipment with control</li> <li>• Pupils will respond to a range of stimuli, such as music and visual prompts and follow and create sequence of movements confidently</li> <li>• Pupils will independently participate in team games with control and collaboration</li> </ul> |
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| <b>Science</b>   | <ul style="list-style-type: none"> <li>• Through exploration, Pupils will begin to recognise different materials and their properties e.g. noticing that water is wet and leaves are rough.</li> <li>• Pupils will anticipate reactions based on prior scientific understanding e.g a push or pull will move an object</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will identify basic patterns in the natural world e.g., the pattern of day and night or seasonal changes.</li> <li>• Pupils will name parts of the body, animals, and plants while showing an understanding of their basic functions e.g. plants need water.</li> <li>• Pupils will begin to use simple scientific language and perform basic tests with guidance, observing changes over time (e.g., heating, cooling, growing).</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate an understanding of basic scientific principles such as forces</li> <li>• Pupils will Investigate and record simple changes in materials or living things e.g., observing how water evaporates or how seeds grow into plants.</li> <li>• Apply knowledge to solve problems.</li> </ul> |
| <b>Geography</b> | <ul style="list-style-type: none"> <li>• Pupils will explore the immediate environment through sensory activities</li> <li>• Pupils will recognise familiar places and show an awareness in their locations relative to each other.</li> <li>• Pupils will identify simple weather patterns.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Pupils will recognise different features of the environment, such as human-made and natural features.</li> <li>• Pupils will start to understand simple concepts of maps, using pictures or symbols to represent locations.</li> <li>• Pupils will be able to recognise seasonal changes and how these affect the environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will use simple maps, atlases, and globes to locate countries, continents, and oceans.</li> <li>• Pupils will understand and explain basic geographical features such as mountains, rivers, and cities, and how they relate to human activities.</li> </ul>   |

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| <p><b>History</b></p> | <ul style="list-style-type: none"> <li>• Pupils will show interest in stories or events from the past, such as a family event or a cultural celebration.</li> <li>• With support, Pupils will begin to identify past and present in their immediate history such as today, yesterday, last week.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin to order simple events on a timeline.</li> <li>• Pupils will identify key people or events from the past, such as a famous historical figure or a local event.</li> <li>• Pupils will understand that certain events happened in the past and are part of history</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use a timeline to understand chronological order and place historical events and people in a sequence.</li> <li>• Pupils will research historical events, using primary and secondary sources to deepen understanding e.g. looking at old pictures or books about historical events.</li> <li>• Pupils will understand the significance of key figures and events in shaping history and explain their impact</li> </ul> |
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| <p style="text-align: center;"><b>RE</b></p> | <ul style="list-style-type: none"> <li>• Pupils will experience and participate in sensory activities linked to religious or cultural celebrations</li> <li>• Pupils will show interest in religious symbols and objects through touch or visual exploration</li> <li>• Pupils will begin to understand that certain people or events are special e.g. a person's birthday or a religious figure's celebration such as Christmas.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will know simple concepts of religious worship and ceremonies e.g. a story from a religious tradition or watching a celebration, creating artwork.</li> <li>• Pupils will begin to reflect on personal feelings related to religious or cultural experiences e.g. sharing what they liked or didn't like about a religious story or event.</li> <li>• Pupils will explore similarities and differences between religious practices or beliefs (e.g., learning that some religions celebrate different festivals at different times of the year).</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will understand and explain key practices, beliefs, and customs within different religions</li> <li>• Pupils will participate in discussions about the role of religion in people's lives and share personal views on religious practices.</li> <li>• Pupils will compare and contrast religious beliefs and begin to recognise why people hold different beliefs and how these shape their actions and life choices.</li> </ul> |
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| <p><b>Computing</b></p> | <ul style="list-style-type: none"> <li>• Pupils will explore basic digital tools and appliances</li> <li>• Pupils will show awareness of simple digital devices and their functions</li> <li>• With support, pupils will use ICT devices like tablets or switches to make choices and interact with basic programs, showing preferences for sounds or images.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will select and use a variety of digital tools to complete tasks</li> <li>• Pupils will demonstrate basic problem-solving skills when interacting with technology e.g. understanding when a device isn't working and attempting a simple solution like turning it off and on.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will demonstrate a deep understanding of how different devices and programs work and their appropriate uses e.g. using different applications for different tasks like creating a picture or writing a message.</li> <li>• Pupils will identify and solve basic problems within ICT (e.g., troubleshooting common issues with digital devices or files).</li> <li>• Pupils will develop and design simple programs or algorithms e.g. using tools like Scratch Jr. or Beebots to create a sequence of actions that make a character move in a certain way.</li> </ul> |
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| <b>Art and Design</b> | <ul style="list-style-type: none"> <li>• Pupils will show preferences when experimenting multi-sensory activities using the body and senses to explore textures, colours, and materials,</li> <li>• Pupils will begin to show an awareness of of cause and effect in creative activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use tools and materials to create sensory experiences and simple designs, intentionally experimenting with colours, shapes, and textures.</li> <li>• Pupils will begin recognising primary and secondary colours and expressing simple ideas and preferences through art.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will use a variety of materials, tools, and techniques creatively to express ideas, imagination, and experiences.</li> <li>• Pupils will independently select appropriate resources for tasks and follow structured activity patterns.</li> <li>• Pupils will name primary and secondary colours, explore observational drawing, and evaluate work to suggest improvements.</li> <li>• Pupils will develop skills in design using elements like pattern, texture, line, and space.</li> <li>• Pupils will study and discuss the work of artists, linking techniques to their own creations.</li> </ul> |
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| <b>Design and Technology</b> | <ul style="list-style-type: none"> <li>• Pupils will purposefully explore tools, materials, and objects through sensory interactions, beginning to recognise their characteristics.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will begin selecting and using tools and materials, exploring their purpose and functions.</li> <li>• With support, Pupils will work on simple tasks like assembling materials or following patterns and evaluate familiar products.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will design and make purposeful products like cards or food items, applying safe and effective use of tools.</li> <li>• Pupils will build structures with awareness of strength and stability and use mechanisms like levers and sliders.</li> <li>• Pupils will generate and communicate ideas through drawing, mock-ups, or digital tools.</li> <li>• Pupils will evaluate products and suggest adaptations or improvements</li> </ul> |
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| <p style="text-align: center;"><b>Music</b></p> | <ul style="list-style-type: none"> <li>• Pupils will begin to participate in call and response, action songs, and rhythm exploration.</li> <li>• Pupils will experiment with sounds, instruments, and begin to copy simple patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils will participate in call and response, action songs, and rhythm exploration.</li> <li>• Pupils will experiment with playing instruments, creating simple rhythm patterns, and engaging in group activities expressing preferences and opinions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will respond creatively to music through movement, voice, and instruments.</li> <li>• Pupils will improvise sound stories to represent ideas, experiment with combining sounds.</li> <li>• Pupils will begin using simple scores (e.g., color-coded notation) to guide performances.</li> <li>• Pupils will perform solo and group pieces, express opinions about music, and suggest improvements.</li> </ul> |
| <p><b>ALL SUBJECTS – ALL PATHWAYS</b></p>       | <ul style="list-style-type: none"> <li>• Pupils will complete accreditation, qualifications (as a skills passport) and functional skills examinations, where appropriate, in preparation for post 16 provision specific to their needs, interest and ability across a range of subjects.</li> </ul> |  |   |