

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year One Themes		Superheroes – Who am I?	Winter is all around us	Rivers, water everywhere	The Romans	How does your garden grow?	Let's go for a picnic
	My Communication	Focus Texts: Superheroes Multisensory story by Victoria Navin. Charlie's Superhero Underpants by Paul Bright. Supertato by Sue Hendra Eliot Jones, Midnight Superhero by Anne Cottringer. A hero like you by Nikki Rodgers.	Focus Texts: Winter - Multisensory story by Victoria Navin. The Magi Sensory story by Esther Veale. If all the world were by Joseph Coelho. One snowy night by Nick Butterworth. The Three SBow Bears by Jan Brett	Focus Texts: Tsunami Sensory story by Rachel Barker. Once upon a raindrop by James Carter All the water in the world by George Lyon Song of the River by Joy Cowley The River by Tom Percival	Focus Texts: The Romans Multisensory story by Victoria Navin.	Focus Texts: Dandelion Sensory story by Joanna Grace.	Focus Texts: Boris the Bumblebee Sensory story by Joanna Grace.
		Core language is individual to ea	l ach child depending on their communica	l ation level, their individual communication	I on targets/systems and the reading a	I oproaches they use. Please refer to their	r individual reading programs.
		Formal interactions 1.4 To extend a formal greeting into a short conversation with a familiar adult.	Declarative communications 3.1 To engage in a declarative 'conversation' with another about past events.	Declarative communications 2.4b To develop conventions of conversation - turn taking (my turn your turn), remembering learned responses.	Declarative communication3.2To extend communicativeengagements that might befocussed on a narrow field ofinterest.	Personalised reading 1.6 To communicate effectively with others - who are not immediately present.	Formal interactions 1.4a To extend a formal greeting into a longer conversation with a familiar adult using a social script.
Areas of learning		Systematic teaching of whole word sight vocabulary 1.1 To establish, develop and recognise a personalised high interest vocabulary	Declarative Communications 2.9 To use and understand expressive emotions and expression within conversation.	Personalised reading 1.5 To establish a personalised high frequency vocabulary.	Interacting and Expressing Needs 1.1 To recognise functional words within the immediate environment.	Personalised reading 1.7 To identify text and pictures in the community.	Dynamic communication 1.4 To repeat exchange in appropriate context for example, deliberately 'accidentally' drop something on the floor and then go "DOH!!"
		<u>Narrative 2.6</u> To retell the story with sufficient accuracy (to be understandable to a new listener). <u>Poetry 5.1</u> To explore an acrostic poem.		<u>Narrative 2.7</u> To retell more than one story with sufficient accuracy. <u>Poetry 6.1</u> To know what nonsense poetry is and discuss it as a genre.		<u>Narrative 3.1</u> To be involved with working through a factual story related to the learner's own actual experience. <u>Poetry 7.1</u> To begin to understand, describe, select or retrieve information, events or ideas from poetry.	
Communication is part of our everyday lives and is taught and modelled through every activity we participate in. Pathway Two offers a total communication approach that focuses on interactions. As part of our curriculum, pupils are given the opportunity to participate in daily See and Learn and phonics sessions. See and Learn Language and Reading is designed to teat with complex learning difficulties early vocabulary, sight words, simple phrases and sentences, and grammar rules. Song of Sounds is a multi-sensory phonics programme. It's interactiv movement and practical activities motivate children to enjoy the phonics learning process and builds their skills. Pupils in Pathway Two are predominantly working at Stage 0. The program on a song which embeds grapheme-phoneme correspondences (GPCs) by matching each phoneme with its written equivalent, a picture and corresponding action.							h that focuses on child led is designed to teach children nme. It's interactive music, ge 0. The programme is based
	My Learning	Mathematics Number 5.4 To recognise that the number of objects in a set is not affected by their size or position.	Mathematics Number 5.5 With an adult prompt, combine two small sets and count the total.	Mathematics Number 5.6 With an adult, take away a number of objects from a set and count the remainder.	Mathematics Number 6.1 To begin to use ordinal numbers e.g. 1st 2nd 3rd.	<u>Mathematics</u> Number 6.2 To sequences numerals 0-10, when asked to do so.	<u>Mathematics</u> Number 6.3 To begin to record numbers to 10.



		Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics		
		Geometry 3.1	Statistics 2.3	Measurement 2.2	Geometry 3.2	Statistics 2.4	Measurement 2.3		
		To experience 2D shapes in a	To sort objects/pictures by	To select bigger and smaller of	To experience 3D shapes in a	To match one object to one	To experience carrying out		
		range of practical situations.	association using clear	two objects where the	range of practical situations.	picture to record simple sets to	activities for a lengths of		
			categories.	difference is not great.		the value of 5.	time measured by standard		
							/nonstandard measures.		
			pils are given the opportunity to pa						
		quantity, to understand importar	em and to calculate with numbers u	and to calculate with numbers up to 10. It also teaches early mathematical concepts important for understanding space, time and					
				urement - including colour, size, sh					
		Thinking and Problem Solving	Thinking and Problem Solving	Thinking and Problem Solving	Thinking and Problem	Thinking and Problem Solving	Thinking and Problem		
		<u>17.2</u>	<u>1.3</u>	<u>2.3</u>	Solving 3.3	<u>4.3</u>	Solving 5.3		
		Sabotage and recognition of a	Independent solutions and	Independent solutions and	Independent solutions and	Independent solutions and	Independent solutions and		
		problem within	generalisation.	generalisation.	generalisation.	generalisation.	generalisation.		
		communication. Dealing with	To gain access to my favourite:	To acknowledge that I	To get the resources and	To communicate a want/need.	To find my lost lunch box,		
		the fact that my	toy, snack, drink, i-pad, piece	want/need equipment.	equipment I want/need.		hat, headphones, wellington		
		communicative partner is	of flappy string, etc.				boots, etc.		
		ignoring me.					·		
		Computing 6.1	Computing 6.2	Computing 7.1	Computing 7.2	Computing 7.3	Computing 7.4		
		To understand that	To develop understanding in	To understanding and	To explore and develop	To know that internet tools can	To know that information		
		information in the community	how ICT is used in community	acknowledge that ICT can be	knowledge in understanding	be used to search for	from the Internet can be		
		exists in a variety of forms.	facilities.	used to search for community	that the internet contains	information and save favourite	copied and pasted into other		
				information.	large amounts of	websites in a list.	programs		
					information.		P. 58. 55		
T	The World	People in the mide	lle ages - peasants	Weather		Change in History and Passing	Making Connections		
		About Me What a poor person looked like.		To experience and have experiences of being made wet by the		of Time 2a&2b	Be aware of their immediate		
		How a poor person lived?		rain.		To reflect on a life without	physical environment and		
		Learn where a poor person lived.		To experience and have experien	nces of being made cold by the	shops. To reflect on life	what is it like. Be aware of		
		Learn where a poor person nived.		weather.		without modern day luxuries.	the points of the compass.		
						,			
		Water 2a	Food 2a	Lifecycle of plants a	nd animals 2a&2b	Food 2b	Water 2b		
		To explore, observe and	To explore where food comes	To explore the diffe		To grow your own food.	To explore moving through		
		investigate water and its	from.	To explore plants that can be eaten.			water.		
		properties.							
		Christianity	Islam	Christianity	Christianity	Judaism	Hinduism		
		Describe and suggest reasons	Describe and discuss at least	Describe how Christians live	How can I understand	Identify that the Torah is a holy	Explain how a Hindu may		
		why Christians call Jesus,	three things that might happen	their lives as disciples.	different Easter concepts?	book for Jews. Identify the	view God.		
		Saviour.	at a Muslim marriage.	then nyes as disciples.	unerent Euster concepts.	rules in the Torah that help	new cou.		
		Saviour.	de a Masimi mariage.			guide a Jew through their lives.			
	My Play and	My Play and Leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure		
	Leisure/My	Free play turn taking 1.3	Free play turn taking 2.1	Cooperative play 1.2	Cooperative play 1.3	Cooperative play 1.4	Cooperative play 1.5		
	Independence	To attempt a new play activity	To demonstrate a strong sense	To use and extend the ideas of	To relate to a wide variety of	To use everyday resources to	To demonstrate friendly		
	macpenaenee		of fun. To begin to build stories	others in play. To show	adults and children.	create props to support role	behaviour, initiating		
		independently and asks for	U		To sing to self and makes up		conversations and forming		
		help when needed. To share	around toy. To express self through physical action and	affection towards their peers. To begin to demonstrate a	U I	play. To seek out others to	U		
		and take turns. To request a	sound.	sense of humour.	simple songs during play.	share experiences.	good relationships with peers and familiar adults. To		
		group game spontaneously.	sound.	sense of numour.			•		
							form a special friendship		
							with another child.		



	My Cooking 4.3	My Shopping 4.3	My Cooking 4.4	My Shopping 4.4	My Cooking 4.5	Shopping 4.5		
	Making toast independently.	Café and restaurant shopping.	Making a toasted sandwich.	To explore and being to	To use a microwave.	To prepare and attend		
				understand budgeting.		clothes shopping.		
	Mental health a	nd wellbeing 13	Mental health a	nd wellbeing 14	Mental health an	d wellbeing 15		
	To recognise own abilities and set reasonable goals.		To understand the need	I to take care of oneself.	To take responsibility for oneself.			
	PSHE & Citizenship	PSHE & Citizenship	PSHE & Citizenship	PSHE & Citizenship	PSHE & Citizenship	PSHE & Citizenship		
	Making personal choices 1a	Making personal choices 1b	Making personal choices 1c	Making personal choices 1d	Making personal choices 1e To	Personal responsibility 1a		
	To be aware of different parts	To recognise the main	To maximise independence to	To understand that some	recognise that different types	To work and play in		
	of their bodies.	differences between people	complete simple personal care	personal care routines are	of clothing are worn for	cooperation with each other.		
		(boy and girl).	routines.	done in private.	different activities.			
	<u>RSHE</u> across Hebden Green is addressed predominantly through either explicitly identified RSHE sessions or within long term curriculum teaching across a range of subject areas including PSHCE and Citizenship. However, for pupils working in Pathway 2 aspects of RSHE can only be taught in a very specific and individualised way that coincide with their physical, emotional and cognitive development. Pupils within Pathway 2 engage with RSHE at an individual level through the development and use of AAC and AC, through their personal care and through a sensory approach to their education. To support this method of teaching the school has engaged with the Chailey Heritage Foundation who deliver training and resources around Relationship and Sex education for learners with complex needs called Sex Factor (Relationship and Sex Education Training (chf.org.uk)). <u>My Travel Training (TT)</u> is a combination of skills based and process-based learning. Each approach is personalised and documented within the medium term planning. Being able to dress and undress effectively is not just dependent on physical control of the body, but also on the pupil's visual, perceptual and cognitive abilities. Therefore, My Dressing and Undressing will be covered on an individual basis and will also be referred to within each class teachers medium term planning.							
My Physical	Development of physical	Gymnastics 1.5	Invasion games 1.5	Net and wall games 1.5	Striking and fielding games 1.5	Outdoor and adventurous		
Well-Being	engagement 1.5	To develop the quality of their	To send a ball (or similar	To increase the range and	To play striking and fielding	1.5		
Well Dellig	To develop spatial awareness	actions and explore twisting	object) to a partner, to score	develop the quality of their	games in different ways	Gym trail Following an		
	through activities that require	and turning activities.	and begin to use space.	actions when playing net/wall	developing skills in stopping	activity course in the school		
	pupils to travel around the		and begin to use space.	games.	and scoring.	grounds including: climbing		
	room (to music) in a variety of			guines.	und sconing.	up slopes and ladders,		
	ways avoiding contact with					swinging, ascending grassy		
	each other and obstacles (set					slopes and descending		
	up hoops etc.).					slides, stepped posts and		
	up noops etc.).					boxes, pipes and tunnels etc.		
	My Outdoor School	My Outdoor School	My Outdoor School	My Outdoor School	My Outdoor School	My Outdoor School		
	25. To understand and look	26. To identify life lived	27. To make homes for	28. To protect plants To	29. To get ready for the	30. To play games in my		
	after the environment.	outdoors.	creatures that live in the	maintain the outdoor school	outdoor school as	outdoor school.		
	alter the environment.	outdoors.	outdoor school.	environment.				
				environment.	independently as I can, with			
					everything I need to engage in			
-	Cuting 2.1		Swimming 2.2		seasonal activities.			
	Swimming 3.1		Swimming 3.2		Swimming 3.3			
	To move with purposeful control. For example, using arms to		Pushing and pulling away from and towards the side.		To float - breathing techniques and body shapes (e.g. star).			
	propel themselves through the water. To link skills and actions in							
	ways that suit the activities.							
	Well-being 1.5		Wellbeing 2.5		Wellbeing 3.5			
	To learn how to relax – yoga.		To learn how to relax – massage and breathing techniques.		To learn how to relax – mindfulness breaks.			
My Creativity	Music	Music	Music	Music	Music	Music		
ivity creativity	Timbre 3	Dynamics 6	Dynamics 5	Timbre 4	Tempo 5.1 and 5.2	Tempo 6.1 and 6.2		
	To experience the differences	To experience dynamic	To experience gentle, soft	To experience the timbre of		To experience the		
	in timbre between different			non-musical instruments. To	To recognise stops and starts in	•		
	sounds. To deepen exploration	listening. To explore dynamic control.	music.	compare and contrast the	the tempo.	differences in tempo.		



And there Composition. within the same not. To compose within the framework of load and soft. between different musical instruments. To encourge a group composition dynamic. Te mpo- to encourge a group composition dynamic. Te mais creative dona composition dynamic. Te mpo- composition dynamic. Te mpo- composition dynamic. Te mpo- composition dynamic. Te mpo- composition dynamic. Te mpo- to composition dynamic. Te mpo- composition										
And there And there To compose within the framework of loud and soft. To encourage a group composition dynamic. To make creative choices are the spense of the time. So when working with Tenpo for example, kerners will not jub the evolution to a can cher and with each other all of the time. So when working with Tenpo for example, kerners will not jub the evolution to a can cher and with each other all of the time. So when working with Tenpo for example, kerners will not jub the evolution to a contemporary to the prime set and with each other all of the time. So when working with Tenpo for example, kerners will not jub the evolution to an example and the compartmentalied into one element at the spense of the other. (Equals Seni-Format Cardiculum My Natci) Please and the evolution of the time to a spense of the other. Tenpo for example, kerners will not jub the evolution to the time to any other motion. The body - transforming interact with the teacher-in- role. The body - transforming with accent the time body - transforming with accent the time body - transforming to pattern - 'stomp'. December 1.			of how differences in timbre	To explore dynamic	To experience loud and soft	differences in timbre	To encourage innovation and	To relate movement to		
Image: set of the set			may be made.	composition.						
Att Att Att Att Att Att Collage 2.1 Collage 2.1 Collage 3.1 Collage 3.1<						instruments.				
Image: several severa several severa several several several several several several se							. ,			
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Image: Product of the section of the sectio			tempo but also many, or perhaps eve	n all, of the other elements of music. Th			one element at the expense of the other	s. (Equals Semi-Formal Curriculum-		
Prescribed prama Structures Prescribed prama Structures Fusion - contemporary with To actively participate and interact with the teacher-in- role. Prescribed participate and interact with the teacher-in- role. To actively participate and interact with the teacher-in- role. To accept that transformations weight, contemporary step pattern - 'stomp'. Aff Collage 2.1 Encountering differing artists who use food, junk etc. to create images of faces. Aff Sculpture 1.1 & 1.2 & Collage 2.1 & Encountering, drawing and tracing 2D and 3D shapes. Prescribed drama structures interact with the teacher-in- role. Developing understanding and creating facial collages 2.2 & 2.3 Developing understanding and creating facial collages. Developing understanding and creating facial collages. Collage 2.1 & Creating and thinking their work of shapes collages. Encountering of the shapes collages. Creating and thinking and creating facial collages. Developing understanding and creating facial collages.			· · · · · · · · · · · · · · · · · · ·							
Production Participate and interact with the teacher-in- role. ancient Egyptian belly dance. Find differint ways of travelling to show a fluid movement - observe and copy others. pattern - 'stomp'. will occur. pattern - 'stomp'. Art Collage 2.1 Encountering differing artists who use food, junk etc. to create images of faces. Sculpture 1.18 1.2 Encountering, draving and tracing 2D and 3D shapes. Print making 3.18 3.2 Developing understanding and creating facial collages. Developing understanding how to make various 3D shapes collage of faces. Collage 4.1 Encountering differing artists who use food, junk etc. to create images of faces. Creating and thinking critically Having the opportunity to therw work is solution the work, so I like to repeat therm. Active learning interests me. Creating and thinking critically Having the opportunity to develop own ideas and make interests me. Playing and Exploring Having the opportunity to develop own ideas and make interests me. Playing and Exploring Having the opportunity to develop own ideas and make interests me. Playing and Exploring Having the opportunity to develop own ideas and effect and show motivation to wards them. Playing and Exploring Having the opportunity to develop with enthusiastic around me. Creating and thinking interests with enthusiastic around me. Creating and thinking interests with e					· · ·	· · ·	0	,		
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Random acts of kindness day Downs Syndrome awareness Sports day						Downs Syndrome awareness		Sports day		
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