



# Pathway 1: Long Term Planning – Key Stage 4 and 5

Key Stage 4 and 5 Year 1	Autumn		Spring		Summer	
Theme	Journeys- Around the World in 80 days		The Secret Garden		We're all going on a Summer Holiday	
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Focus/Suggested texts</b>	<b>Fiction</b> - Around the world in 80 days	<b>Fiction</b> – Ernest and I by Joanna Grace	<b>Fiction</b> – The secret garden		<b>Fiction</b> - S is for S'mores- A camping alphabet by Helen Foster James	<b>Fiction</b> - Are we there yet? By Alison Lester
<b>My Communication and Interactions</b>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story, with a focus on the transport used. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p> <p>Repeat weekly over the half term.</p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p> <p>Repeat weekly over the half term.</p>	<p><b>Sensory Exploration</b> Pupils to engage with a range of resources linked to the garden and flowers. Exploring colours, smells and textures. Communicating preference, likes, dislikes etc.</p>	<p><b>Sensory Story/poem</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p> <p>Repeat weekly over the half term.</p>	<p><b>Sensory Drama - Camping experience</b> Utilise the outdoor spaces if possible to engage in a role-play or pretend camping experience. Pitch a tent, pretend to go fishing, build a camp fire. Smells and sounds of being camping. May need to use ILS in case of bad weather. Responding to different stimulus whist 'camping' to indicate enjoyment and request 'more' or indicate 'finished'.</p>	<p><b>Sensory drama – journey around Europe</b> Use the ILS to create a sensory drama different each week, trip around the world different European Country every week! Role-play getting on the plane, make your own passports for travel?</p>
	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Journeys but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Journeys but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Journeys but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Journeys but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Holidays but not essential. Focus areas: Responding, Interacting, Making choices.</p>	<p><b>Individual and small group communication sessions</b> Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of Holidays but not essential. Focus areas: Responding, Interacting, Making choices.</p>
	<p><b>AWARD</b> Towards Independence- Developing communication skills: Sensory</p>					
<b>My Cognition and Learning</b>	<p><b>Dance massage</b> Pupils to experience a themed dance massage linked to the topic, being in the sky/air/flying. Developing anticipation of repeated activity. Taking turns with peers, anticipate a turn. Show consistent responses for a repeated activity. Show responses to</p>	<p><b>Technology</b> Use technology to make things happen, linked to Transport topic. This could include transport toys such as using a remote control car, switch operated train set, button press toys. Contingency awareness and responding, switch progression skills.</p>	<p><b>Sensory Story</b> Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.</p>	<p><b>Tac Pac</b> Stimulus from the garden theme, presented to pupils alongside music. Anticipating the sequence of experiences, responding positively to different touches, recognise when a stimulus starts and stops and communicate their feelings.</p>	<p><b>Cognition - object permanence</b> Playing hide and seek games during your camping holiday, can you find... under the tent, behind the bench etc. Can pupils demonstrate understanding that something is still there even when we can't see it? Playing outdoor games and typical</p>	<p><b>Sensory cooking</b> Different sensory cooking theme each week linked to the country you are visiting, such as Italian, Polish, German, French, Spanish.</p>



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	music, movement and touch, that indicate preferences.		Repeat weekly over the half term.		camping activities such as treasure hunts, outdoor 'I-spy' activities, nature trail, outdoor games such as bowls, water play, skittles. Possible Outcomes: PSED skills such as turn taking, waiting, sharing.	
	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.	<b>Individual and small group Cognition sessions</b> Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving.
	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	<b>Cognition and technology</b> One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.
<b>My Body and Me Autumn B</b>	<b>Creative Arts</b> -linked to fine and gross motor activities Creative Arts with a physical skills focus, linked to individual physical skills. Focus on printing and painting. Such as rolling wheels in paint, pushing and pulling vehicles to print or make marks. Rolling through a range of materials such as dough and flour or gloop. Making footprints, wheelchair tracks.	<b>Discrete Physical Development</b> Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	<b>PSED – Social Skills, Garden Games</b> Engage in outdoor group games such as bowls, sing-a-long, parachute. Physical skills focus – Gross and Fine motor movements linked to individual capabilities.	<b>Outdoor Exploration</b> Experience changing temperature in outdoor environments and respond appropriately. Observe a variety of environments in the school and show an awareness/preference of different/changing environments. Being in different positions when outdoors such as on the swing, on a beanbag, on the grass, on a bike. Physical skills focus – Gross and Fine motor movements linked to individual capabilities.	<b>Discrete Physical Development</b> Physical sessions following individual pupil programmes and targets.	<b>Dance Massage</b> Each song linked to a different country (traditional music from each country) with dance massage or sensory massage strokes to accompany. Gross and fine motor movements linked to individual capabilities. Anticipating the sequence of experiences, responding positively to different touches, recognise when a stimulus starts and stops and communicate their feelings.
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<b>My Well-being and Me</b>	<b>Options Afternoon</b> Pupils to come together with all PFA classes to experience and explore a range of optional workshops/activities over the half term. Pupils to make a choice on what they would like to participate in. This session gives pupils the opportunity to work alongside peers within other pathways.		<b>Options Afternoon</b> Pupils to come together with all PFA classes to experience and explore a range of optional workshops/activities over the half term. Pupils to make a choice on what they would like to participate in. This session gives pupils the opportunity to work alongside peers within other pathways.		<b>Options Afternoon</b> Pupils to come together with all PFA classes to experience and explore a range of optional workshops/activities over the half term. Pupils to make a choice on what they would like to participate in. This session gives pupils the opportunity to work alongside peers within other pathways.	
	<b>Personal care, lunch time, enrichment opportunities.</b>		<b>Personal care, lunch time, enrichment opportunities.</b>		<b>Personal care, lunch time, enrichment opportunities.</b>	
<b>Being a part of the World around Me</b>	<b>Exploring and using transport in the local community including community visits</b> Pupils to experience a journey with a focus on walking/travelling in wheelchair and using the bus to get from one place to another. This could be moving around the school environment, the immediate local environment, further into the community and further afield. Linked with social stories on travel and transport to prepare pupils for the journey, anticipate and expect parts of a routine activity such as getting ready to go or getting on the bus.	<b>Exploring and using transport in the local community including community visits</b> Pupils to experience a journey with a focus on travelling on the train and boat to get from one place to another. Linked with social stories, sensory exploration sights and sounds and independence skills, on travel and transport to prepare pupils for the journey, anticipate and expect parts of a routine activity such as getting ready to go or getting on and off the train. Educational visit - Completing a train journey to place chosen by class.	<b>Science – Growing</b> Planting bulbs, exploring the earth, finding out about how things change and grow Possible outcomes: Sensory exploration with different materials, reducing tactile defensiveness in relation to messy activities such as touching soil, link to physical skills re: digging, planting. Noticing change in immediate environment.	<b>Educational visit</b> Local gardens – Walton/Crewe/Marbury Park	<b>AWARD</b> Towards Independence - The World Around Us	
			<b>AWARD</b> Towards Independence - Horticulture			
<b>Creative Me</b>	<b>Rhythm and Sound linked to transport</b> Linked to the focus area of walking and travelling by bus, pupil to explore sounds	<b>Sensory Journey</b> Based on the sea using the ILS create an interactive sensory journey, visiting different places, familiar and	<b>Creative Arts</b> Inspired by the artwork of Claude Monet and his famous paintings of flowers and gardens, try to re-create	<b>Weekly discrete music session – Standalone topic:</b> Weekly music session planned and led by specialist music teacher.	<b>Outdoor art</b> Pupils to create pieces of art using materials found outside, this could include sticks and leaves to mark	<b>European art</b> Creative arts – Starry starry night Van Gogh artwork and sensory story



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	<p>they may hear footsteps, fast and slow, loud and quiet, creating sounds by rolling over different textures and materials while travelling in their wheelchair. Recording sounds when out in the community and playing them back. Access to a sound wall/display with recordable switches. Creating sounds with instrument and other resources that could be found in school. Using the ILS to create a sensory journey incorporating sounds that could be heard, the engine of the bus, the beeping of cars, the beeping of a crossing.</p>	<p>unfamiliar, using a range of resources.</p>	<p>your own sensory version of a garden using different experiences, textures and methods for each part of a garden shared art-work scene</p>	<p>Focus: Timbre <b>AWARD-</b> Asdan TI- Engaging with the world around me – Objects</p>	<p>make, flowers to print, or the natural colours of items found outside such as painting with mud, dying with flowers or plants.</p>	<p>Taking inspiration from Van Gogh art work resources, with accompanying sensory exploration/story if appropriate. Could use other European Artists as inspiration, or different European landmarks or identifying features to inspire your art work.</p>
	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Timbre <b>AWARD-</b> Asdan TI- Engaging with the world around me – Objects</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Dynamics <b>AWARD-</b> Asdan TI- Engaging with the world around me – Objects</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Dynamics <b>AWARD-</b> Asdan TI- Engaging with the world around me – Objects</p>		<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Tempo</p>	<p><b><u>Weekly discrete music session – Standalone topic:</u></b> Weekly music session planned and led by specialist music teacher. Focus: Tempo</p>