

## ASD Pathway Curriculum map Autumn term

### Numeracy

Pupils engaged in functional everyday activities such as shopping and cooking to demonstrate number skills

Community visits to collect natural resources to sort measure, use to create shelters

Pupils using rhymes and sensory exploration to develop understanding of number

### Communication

Pupils given the opportunity to communicate for different purposes, e.g. requesting. Commenting

Topic based vocabulary is developed using PECS, communication boards differentiated to individual pupils needs

Higher ASD classes creating journals to recall their day, activities etc.

Lower ASD classes using PECS in Sensology to develop body awareness themed to topic

### Music

Pupils experience music from a range of cultures and led by other adults e.g. drumming workshop/ Music Therapy

Developing musical skills, e.g. using sounds to tell a story, use of voice when singing

Confidence in using a range of instruments to create sounds

Developing turn taking skills when sharing instruments, listening to peers

### Investigation

Pupils begin to identify who lives where on the farm/ in the woods

Pupils engaged in changes to materials to create animal habitats

Pupils develop the ability to identify the differences in animals and can label parts of animals

## Down on the farm

### Physical development

Swimming lessons – Children developed swimming skills, confidence in the water and independence in dressing etc. Activities were differentiated for each pupil. (Royal, Cyan, Sky)

Obstacle courses to explore moving bodies in various ways and taking part in simple races with peers

### The world

Regular community visits to develop independence in the local community

Religious and cultural events provide pupils with the opportunity to celebrate other faiths at a level appropriate to the pupils needs, e.g. Diwali

### Arts

Opportunities to develop independence through the use of Attention Autism 'Watch and Do'

Higher ability ASD classes given opportunities to use drama to tell their core stories

Pupils making choices to select appropriate resources for art work

### Independence

Pupils developing the ability to follow class routines with increased independence

Attention Autism Programme at least once a day including stage 4 (where appropriate) to develop independence in working

TEACCH implemented to develop independent working for pupils

Pupils supported to develop their own personal care e.g. engaging in toileting routines and hygiene, dressing etc.

### Social skills

Pupils learning to greet peers, learning names of staff and peers in their class

Pupils developing social and turn taking skills through motivating activities including:

Birthday Parties – children celebrating peers birthdays

Drama Games to learn the names of new peers/ staff

Attention Autism Stage 3 used to develop turn taking skills and the acceptance that pupils may not always get a turn

## ASD Pathway Curriculum map Spring term 1

### Numeracy

Through role play a concept of money is developed. Pupils also use 'coins' to exchange for a reward during the week.

Using our topic and book as inspiration pupils develop their understanding of shape by building houses and transport and making pictures with shapes.

### Investigation

Through weekly cooking sessions pupils develop their understanding of how materials interact with each other and are encouraged to comment on changes for example 'it's sticky.'

Specialist equipment is explored linked with the topic such as using measuring tapes and stethoscopes

### Arts

Through art we explore different body types, dress codes, homes and preferred modes of travel. Pupils are taught to use different skills and materials in art in order to express their preferences.

Children learn to appreciate other cultures such as taking part in a dragon dance for Chine New Year

### Communication

Key vocabulary for a core story is picked out to support children's understanding around the topics. They are encouraged to use this new vocabulary using either symbols or commenting boards to communicate their understanding.

Through role play pupils are supported in communicating with each other as well as to follow simple 2 or 3 key word instructions in their play for example 'put the boy in the bed' when playing with a dolls house.

## KS1 Transport

## KS2 All about me

### Physical development

Through story telling pupils explore different forms of movement and make themselves into different things such as vehicles. Sherbourne is used to develop a greater awareness of their own bodies, how it feels and the things it can do.

### Independence

In these topics there is a focus on developing personal skills and hygiene skills such as washing, brushing hair, brushing teeth etc.

These skills are explored in a variety of interesting ways including as sensology sessions, in role play activities as well as explored through attention autism watch and do.

Pupils practice the skills they have learnt on dolls using flannels, sponges etc.

### Music

Through the form of music skills are taught such as sharing, turn taking and communication. Other subject areas are taught through music including such as developing understanding of number and patterns.

Children are encouraged to take part in whole school Assemblies.

### The world

Children learn about difference, tolerance and respect through exploring how they are similar to and different from their friends.

Children are encouraged to reflect on their strengths and weaknesses, and how they can use their gifts and talents in school.

### Social skills

Pupil peer interactions are nurtured through fun and exciting role play such as doctors and a café.

Social skills are also fostered through inclusion sessions.

## ASD Pathway Curriculum map Spring term 2

### Numeracy

The focus here is to consolidate known skills so pupils are confident in using them independently and using and applying these skills to a variety of real life situations such as measuring out ingredients and counting out money to pay in a shop.

### Communication

Through small group discussions and drama games related to fairy tales, children are encouraged to develop conversational skills for interacting with peers and adults. By analysing the facial expressions of fairy tale characters and their body language, children learn to use and understand nonverbal communication such as gestures and to interpret facial expressions. They become more comfortable in engaging in functional, spontaneous dialogue while role playing scenes from fairy tales and food and cooking related books.

### Music

Music from different places and cultures are explored and children encouraged to express their preferences, likes and dislikes.

Children are encouraged to use music to help them manage transitions within the structure of the daily activities.

### Investigation

Pupils explore a variety of aspects of science including biology through growing plants from seeds and bulbs and seeing the developmental changes.

They also experience chemistry by changing foods through mashing, chopping, melting, freezing etc. They engage in a wide range of sensory experiences from taste tests to texture exploration.

### KS1 Fairy tales

### KS2 I am Cooking

### Physical development

Exciting movement and music opportunities are welcomed including a visit from an Irish dance workshop and Singing Hands. Making healthy choices is promoted as skills for pupils to take into their adult lives. PE equipment is also used to support other curriculum areas like Maths.

### The world

Through planning their meals and budgeting, children learn how money plays an important part in people's lives.

They work on basic enterprise skills (e.g. when fundraising for Red Nose

### Arts

Children are offered opportunities to experience fascination, awe and wonder by exploring a wide range of sensory experiences in Science Week.

For World Book Day pupils are encouraged to engage in role play, dance and other art activities.

### Independence

Pupils are encouraged to develop important life skills including skills within the kitchen. Learning how to make themselves a small snack and to use different utensils in the kitchen.

Community visits to promote pupils' road safety as well as reading a shopping list and navigating a busy shop environment to find the items they need.

There is also a focus on hygiene both personal and for cooking.

### Social skills

While engaged in a shared activity, the pupils comment and ask questions appropriate to the activity, and respond to questions or comments. Pupils also learn the joy of sharing experiences including cooking and eating together.

## ASD Pathway Curriculum map Summer term 1

### Numeracy

Topic-related counting rhymes (e.g. counting fire-fighters)

Using 2D shapes to create people of different professions and their work places

Using numeracy skills when helping with jobs in class (e.g. when setting up for cooking)

### Investigation

Investigating danger and potential hazards in the environment (e.g. what can cause fire/burn)

Investigating simple cause-and-effect/problem-solutions scenarios (water puts out fire)

Making predictions about how weather conditions can create hazard (e.g. a snow storm) and what forces are needed to help resolve the situation (e.g.

### Arts

Creating art models of the different working spaces (e.g. a vet helping a pet)

Pupils develop their skills in cutting, weaving, printing, mixing colours and sticking in a variety of watch and do activities involving creating different emergency vehicles.

### Communication

Role-playing emergency scenarios (using key vocabulary to identify the main problem and using other words to request help)

Exploring using phones, ICT and other means of communication

Identifying people who are safe/unsafe to approach in the community

Requesting dressing-up and role-play items using signs, symbols and speech

## Hero's

## People that help us

### Physical development

Topic-focused PE role-play: pretending to drive emergency vehicle in PE – going fast/slow, turning, etc. - and doing other job-related gross-motor exercise (e.g. climbing the firefighters' ladder)

Practising putting on/off uniform with limited support

### Independence

Using signs, symbols or speech to communicate feelings and emotions (e.g. when in pain) to request help

Identifying people and places within school to find help (e.g. nurse's room, OTs, etc.)

Exploring every step in the dinner routine (e.g. setting up in the dinner hall or what the dinner ladies have to do to prepare food for us) and attempting to contribute to it in Breakfast Club or when serving snack to peers or when tidying up after dinner in the hall

### Music

Exploring how music portrays different emotions (alarm, warning, pain, worry, or a soothing and comforting feeling)

Attempting to create music that communicates different emotions

Exploring how sound is used in different areas of life to help us navigate social spaces

### The world

Exploring different helping professions; and their function

Matching and sorting (professions, place of work, equipment, etc.)

Developing awareness of danger and other risks to own health & safety and who to approach when needing help

### Social skills

Group role-play activities (e.g. working as a team of fire-fighters; taking turns, sharing equipment)

Working together in class teams to prepare for Sports Day; supporting peers from own class and encouraging other teams.

## ASD Pathway Curriculum map Summer term 2

### Numeracy

Seascape pictures to identify the positioning of objects/sea creatures in relation to other objects/creatures

Creating sandcastles using various 2D & 3D shapes; and decorating them with various objects (e.g. 2 groups of 3 flags; creating patterns using natural objects like shells)

Using measurements and recipes to create resources for sensory play

### Investigation

Sea creatures (shapes, sizes, textures, features); using communication boards to compare and comment on the features of various sea creatures

exploring hot and cold (e.g. identifying the quickest way to melt a piece of ice)

developing awareness of danger related to water safety and hot and cold

### Arts

Cross-curricular maths-art sessions (using 2D & 3D objects to create sea animals & seascapes)

Creating art using a wide range of resources (e.g. creating seaweed print-printing using pipe cleaners)

Exploring changing & creating new colours using different colour materials (including with children from Brit School)

### Communication

Strengthening listening and interpretation skills (Letters & Sounds 1) through sound lotto games with sea-sounds

Introducing new vocabulary related to the sea through Attention Autism

Creating sentences about the sea, holidays and the underwater world using Colourful Semantics

Using topic-related PECS, Makaton and objects of reference

Exploring words, phrases, sentences and rhyming words linked to sea

### *A Day at the Beach/ Under the Sea*

### Physical development

Water play (working on fine motor skills when playing with small items and gross motor skills like firing water pistols and working on balance and coordination when aiming)

Working on balance & coordination in trim trail (moving up and down the bank)

### Independence

Pupils in the ASD pathway have opportunities to develop their awareness and tolerance of a range of locations in the local and wider community. This includes using local transport links to visit shops, parks and other places of interest. A focus is placed on supporting the development of personal safety and awareness of danger.

Hygiene and self-help skills are integrated into daily routines to promote an awareness of the importance of looking after ourselves.

### Music

Working on self-regulation by staying focused and engaging with relaxation videos with seascapes

Exploring sea drums and creating different rhythms and emotions by manipulating musical instruments in different ways

### The world

Exotic destinations; different weather/climates and plant worlds

Using ICT to access experiences that cannot be replicated in class (e.g. videos & other sensory experience)

Comparing the qualities of various living environments and habitats (matching & sorting)

### Social skills

Working next to peers in water play; sharing resources; being mindful of safety

Welcoming siblings to school; learning to respond appropriately to unfamiliar people; learning to take turns and engage with unfamiliar children

Consolidating play-fight related skills