

## ASD Pathway Curriculum map Summer 2

### Number

Pupils are encouraged to work on shape and colour patterns as part of creating their art designs. They work on sorting, matching and arranging materials for a purpose. Pupils use their counting skills to request items for their art work (e.g. two blue feathers). Pupils use mathematical vocabulary when looking at and analysing artwork, (e.g. long/short)

### Investigation

Pupils explore chemistry, biology, physics and enquiry cross-curricular activities. They are invited to reflect on how chemical and physical processes allow us to communicate different feelings/messages through art (e.g. when different colours are mixed or when different movement/force/pace is used to make strokes). They explore the properties of materials that make them more/less suitable to be used in a wide range of scientific experiments.

### Arts

They have the opportunity to manipulate a range of construction materials, including recycled materials, to create 3D models alongside peers. Children are given a specific theme to reflect on through art (e.g. mask, crown, dressing up outfits, etc) They take photos of their work to explore how ICT can be used to change and enrich their art work (photo booth). They are offered opportunities to do art in a wide range of settings (e.g. making different costumes and designs related to the topic)

### Communication and Literacy

Adapted communication approaches, e.g. PECS, Widgeo and communication boards, are used to encourage independent choosing in creative sessions (e.g. choosing art materials and resources). Pupils are encouraged to express their thoughts by making simple comments on activities they have participated in, e.g. showing a like/ dislike for a specific piece of Music, song or dance. Topic based vocabulary is introduced and modelled to extend pupils functional language e.g. when commenting on pictures and stories related to a topic (dance, costumes, Music) and when in community spaces (e.g. when role-playing, carnival party/ parade).

### Topic

### Carnivals

### Physical development

Pupils explore various forms of expressive movements (e.g. through dance) using fine motor skills and the movements they make using their bodies and gross motor skills. They attempt to communicate emotions through movement and dance.

Developed skills are transferred into races for Sports Days to be shared with the wider school community.

Some classes will take part in swimming lessons, where children developed their confidence in the water and worked towards their individual targets.

### Independency

Pupils work on choosing materials and making decisions about their carnival outfits independently. They are challenged to complete activities collaboratively with their peers. Children are supported in developing a sense of personal responsibility for their work space by being encouraged to tidy and put things away after each creative session.

Self-help skills are integrated in to daily routines to promote an awareness of the importance of looking after ourselves and be dressed, including dressing appropriately for the specific events e.g. carnival.

### Music

Music is used throughout the day to deepen the children's understanding of how music is part of and adds meaning to every area of life. Various music pieces are used for inspiration in creative lessons (e.g. to express different emotions through dance and Music e.g. like drumming). Familiar songs are used to encourage pupils to understand how their favourite characters are represented in pictures like dancing and playing different instruments.

### The World

Pupils will celebrate the arts from around the world and try to understand the similarities and difference between the different Music and dance created by different people in different part of the world. They will focus on how the arts are used to support cultural celebrations and special day's e.g. participating in a carnival parade and celebrating achievements.

### Social Skills

Parties and parades will prompt simple interactions between peers, across the school developing social skills and the ability to indicate desire to participate in activities related to the topic. Pupils are supported to learn social skills and follow rules through games and races, e.g. winning and losing and celebrating the achievements of their peers as well as turn taking and waiting.