

## LISS Pathway Curriculum map Autumn term Year 1

### Numeracy

Pupils begin to feel confident in the local community and become familiar with places and activities, such as using money to pay for shopping.

Various activities are used to develop an understanding of body parts and what their bodies are capable of.

Peer interactions and an understanding of symmetry are promoted using the Perspex screen.

### Investigation

Pupils develop a sense of change over time, and begin to understand how they have changed from a baby to a child.

Curiosity is fostered by comparing and contrasting different animal features and changing materials by cooking balanced meals.

### Arts

Pupils develop a positive sense of self and recognise some personal attributes through self & peer portraits.

They have opportunities to choose materials and tools to work with, and develop their independence skills through Attention Autism 'watch and do'.

### Communication and Literacy

Pupils are supported to communicate with a range of audiences and for different purposes using their preferred method of communication. Pupils' vocabulary is also developed through topic-based activities.

Pupils create an 'All about me' book to share with peers from across the school. They are encouraged to remember and reflect on daily activities by writing regular journal entries. Pupils have opportunities to find out about their school community by interviewing staff members, and they develop an awareness of different emotions and begin to communicate these effectively. Comprehension skills are developed through effective questioning about stories pupils have read.

## Me in the World

### Physical development

Pupils are given opportunities to make healthy lifestyle and food choices through movement and cooking activities. They explore who they are and what they can do with their bodies. Fine motor skills are developed through real world experiences, such as doing up zips and buttons whilst getting dressed.

### Independence

Pupils' personal responsibility and ability to follow routines with increased independence are developed through a wide range of activities.

Pupils have individual jobs within the classroom and school, such as delivering milk and letters to different classes. Regular community visits provide opportunities to develop independence whilst travelling, e.g. crossing roads and using the tram link.

Religious stories and cultural celebrations support pupils to develop personal skills, such as helping those in need whilst learning about The Good Samaritan and Harvest Festival. Pupils are supported to develop their dressing skills and choose clothing appropriate to different weather conditions.

### Music

Pupils develop self-confidence and respect for others through the medium of music.

Pupils have opportunities to develop their musical interests and talents, such as drumming workshops led by an external organisation, leading to a performance to their peers.

### The world

Pupils are supported to recognise and name some features of their body. They investigate their place in the school, the local community and the world.

Community visits regularly take place, and diversity is recognised and celebrated. Pupils will begin to express their likes and dislikes whilst experiencing the world through a range of senses.

### Social skills

Pupils demonstrate openness to new activities, as well as concern and respect for others.

They have opportunities to take part in activities alongside peers across the school and community. They learn to greet others appropriately and develop skills and confidence when joining in with group activities.

## LISS Pathway Curriculum map Spring term 1 Year 1

### Numeracy

Motivating, topic-themed activities provide opportunities for pupils to develop their Numeracy skills. An understanding of mathematical concepts, such as 'first' and 'last', is promoted through rocket races, and number skills are developed through playdough mats.

Opportunities for pupils to work alongside and in competition against each other help develop an understanding of social codes.

### Investigation

Learning is developed and embedded through investigations, e.g. the effects of gravity. Pupils expand their vocabulary related to how materials look, smell and feel, e.g. shiny, heavy.

Changing materials inspire awe, wonder, questioning and predictions, e.g. making 'alien slime'.

### Arts

Pupils' understanding of tools and materials is expanded through junk modelling, manipulating mod roc and forming papier mache 'planets'.

Pupils are supported to combine words when making choices during art and DT activities.

### Communication and Literacy

Pupils are supported to communicate about their learning using their preferred method of communication, such as using symbols to create captions beneath photos in writing journals. This form of self-assessment is in line with the school's ethos, and enables pupils to recall, reflect on and celebrate their achievements.

Communication boards enable pupils to communicate for a range of purposes, and can be differentiated with regards to the quantity and type of symbols they contain. For instance, they may be used to comment on the properties of items that are revealed from Space-themed sensory bags. Literacy skills are developed through sound awareness and phonics activities as well as reading for pleasure in topic themed books.

## To Infinity and Beyond

### Physical development

Spatial awareness in relation to others is developed through gymnastics and a range of apparatus. Pupils are encouraged to challenge themselves and their ideas of what they can achieve through physical activities. Wider community participation includes competing alongside and against pupils from other schools in the Croydon Pentathlon event. Community visits may increase in both distance and complexity as pupils become more confident within their local environment.

### Independence

Many pupils experience stages 3 & 4 of the Attention Autism teaching approach. Stage 3 encourages turn-taking within a group and Stage 4 supports pupils to shift their attention to an individual activity and then back to the group again. Within this topic, a stage 4 activity may include using various materials to make a 'universe' in a jar. Pupils are then supported to share and comment on their creations in front of their peers.

Consistent expectations for behaviour and learning are embedded, which supports pupils to prepare for life beyond primary school. For example, pupils are expected to sit on chairs for short periods of time during group circle time.

### Music

Spiritual development is fostered through opportunities for individual reflection and expressing oneself through music. This takes place in specific music lessons and within daily routines, e.g. quiet time.

Pupils experience music to set the scene when learning about the Earth and beyond.

### The world

Chinese New Year is recognised and celebrated through a range of multisensory activities, ending in a group celebration. Pupils focus on the skill of giving, and this skill is generalised to various situations.

Pupils are supported to identify what they need to pack for hypothetical 'adventures' and real excursions.

### Social skills

Pupils experience role play with topic-related resources (e.g. rocket ships) and have opportunities to learn alongside peers from other classes. Carefully planned groupings and seating arrangements foster naturally occurring social interactions.

Pupils are supported to listen to and respect differing perspectives, e.g. how the Earth was created.

## LISS Pathway Curriculum map Spring Term 2 Year 1

### Numeracy

Pupils continue to develop their understanding of mathematical concepts, such as the position of people/props on a stage.

Opportunities to generalise skills to the home environment are provided, such as sorting clothes according to various criteria before putting them away.

### Investigation

Science week allows pupils to engage with a wide range of exciting scientific investigations using both familiar and unfamiliar materials.

ICT resources play a key role in developing pupils' understanding of scientific concepts (e.g. opaque vs. transparent, bright vs. dull). Pupils use ICT as a platform to find out about topics, communicate their ideas and explore the world.

### Arts

Pupils prepare for special performances by planning and creating masks, costumes and props.

Several pupils proudly participate in a community art event at the Tate Modern Gallery. Families, staff and members of the public are invited to join the event.

### Communication

This topic provides a strong focus on pupils developing their performance skills, and ability to perform in front of a range of audiences. Pupils may take on different roles during performances, which enable them to showcase their individual skills and talents.

Where appropriate, pupils have opportunities to lead familiar activities in order to develop their communication and social interaction skills. Some pupils contribute towards their annual review meetings by communicating their progress and achievements to their parents.

Pupils' favourite books are celebrated through World Book Day.

## Lights, Camera Action!

### Physical development

Differentiated programmes of support enable pupils to develop their fine motor skills, pen grip and dressing skills, with input from the Occupational Therapists. These skills are generalised to the home environment through family learning sessions and parent workshops.

### Independence

Social stories are used to support pupils' understanding of specific situations, what they should expect and how they should behave in these situations.

Pupils develop their dressing skills through the topic, and these skills are generalised to various situations and contexts.

Where pupils have been identified as being Gifted & Talented, additional opportunities to engage in particular activities are sought, both within school (e.g. golden time clubs) and outside of school (e.g. sporting events with other schools). Individual talents are celebrated, resulting in a Pathway talent show.

### Music

Microphones are used to promote speech and develop confidence, and pupils have opportunities to plan, create and record performances in relation to their core stories.

### The world

Photography and film-making enables pupils to explore and become confident in using ICT equipment. This provides a platform for pupils to engage with peers in other classes within the pathway, and within the community.

### Social skills

Social skills, particularly sharing, are developed through the topic. For instance, pupils are encouraged to take turns to listen to each other vocalise through the microphone.

Play skills are also developed, resulting in pupils learning to resolve conflicts in an appropriate way and develop an understanding of moral issues.

## LISS Pathway Curriculum map Summer term 1 Year 1

### Numeracy

Pupils continue to develop their understanding and use of mathematical concepts in relation to the topic, e.g. measuring rain collected, filling and emptying containers of sensory media and sorting items of clothing according to different weather conditions.

Turn-taking dice games (e.g. snakes and ladders) provide opportunities to apply mathematical concepts in fun social situations.

### Investigation

Pupils become 'Weather Detectives' by engaging in experiments to test for wet and dry / hot and cold. Weather conditions are identified through observation and pupil-initiated exploration, e.g. pupils are provided with a range of materials to choose from when making kites.

Pupils made predictions about what would happen during the investigations.

### Arts

Pupils create artwork through 'watch and do' activities, e.g. making rainbows out of pipe cleaners, mixing ingredients to form 'puffy paint' and creating 'cloud jars'.

Pupils are supported to develop their construction skills by building 'arks' in order to tell the story of Noah's Ark.

### Communication and Literacy

This topic provides a strong focus on pupils developing their observation and commenting skills, with the use of differentiated communication boards.

Pupils' topic vocabulary is developed through games and exciting activities, and they are given opportunities to utilise new vocabulary whilst learning within the community.

'Splosh!' and 'Messy Morgan's Muddled Weather' were topic stories linked to this topic, supporting pupils understanding of the weather they experience.

## Weather

### Physical development

Pupils' awareness of keeping safe and maintaining good health is fostered through a variety of activities, e.g. crossing road in the community, choosing clothing appropriate to the weather and using equipment and utensils to prepare balanced meals in a safe environment.

### Independence

Within-school transition links are developed, which provide opportunities for pupils to learn, play and eat meals alongside pupils in different classes. This has the ultimate aim of supporting pupils to cope with transitions to new classes and environments.

A sense of responsibility continues to be promoted, e.g. by pupils laying the table and clearing up after meal times. Partnerships with parents/carers help pupils to generalise these skills to different environments.

### Music

Instruments are used to create a variety of weather sounds, as well as developing creativity by using different body parts to create sounds.

Familiar songs are sung about the weather, e.g. 'I hear thunder', with the aim of pupils remembering the key words and actions associated with them.

### The world

Pupils engaged in a carousel of different weather conditions. This provides a platform for pupils to engage with peers in other classes within the pathway, and within the community.

Pupils explored different habitats and how weather affects animals in these habitats.

### Social skills

Some pupils take part in the annual Red Gates football match, where they are supported to follow the rules of a game, work cooperatively and interact appropriately with others in close proximity.

The football match audience are encouraged to cheer on and support their peers.

## LISS Pathway Curriculum map Summer term 2 Year 1

### Numeracy

Pupils continue to develop their understanding of mathematical concepts (e.g. big, little, small, smaller) during cooking activities, and whilst learning about different cultures, e.g. making African necklaces.

Functional maths skills are fostered through role play activities.

### Investigation

Pupils use their senses to communicate their preferences about what they do and don't like and when tasting/smelling unfamiliar food, e.g. Indian spices.

Pupils explore different cultures, through food, music and dress.

### Arts

Pupils create artwork using various tools and techniques, thus developing child-initiated learning, e.g. making Rangoli patterns using lentils, spices and rice; printing tapestries using foam, paint and mark-making tools; using paint to create Mehndi patterns.

### Communication and Literacy

Adult modelling and communication aids support pupils to ask and answer questions during familiar activities, thus developing conversational and listening skills.

The Attention Autism approach is used to tell stories in an engaging manner, during which pupils are supported to make comments, listen to each other, fill in missing words/phrases and take turns.

Pupils have the opportunity to access non-fiction books and magazines about countries from around the world.

## Around the World

### Physical development

Pupils prepare for Sports Day by familiarising themselves with particular PE equipment, and becoming more confident in navigating their class obstacle course with greater independence. Healthy competition between classes is also fostered as part of Sports Day preparations!

### Independence

As pupils near the end of the academic year, they are given further opportunities to learn and play alongside different peers and in different environments in preparation for their end of year transition.

The Autism Progression Framework on SOLAR (online assessment tool) is used to record progress and identify next steps with regards to independence skills, e.g. road safety and travel; ordering and preparing food. Class summer outings provide pupils with opportunities to safely travel to unfamiliar locations and order/prepare food.

### Music

The development of pupils' listening skills was fostered through carefully listening to music from different cultures and identifying the instruments being played. This, in turn, promotes spiritual development.

### The world

Pupils engaged in a carousel of activities around different countries by tasting foods, listening to music and creating artwork.

This provides a platform for pupils to engage with peers in other classes within the pathway, and within the community. In addition, this helps to foster greater understanding and appreciation of cultural diversity.

### Social skills

Pupils in different classes within the LISS Pathway invite each other to share food they have prepared.

The annual Celebration of Achievement ceremony allows pupils to share pride in their own achievements and that of their peers.

## LISS Pathway Curriculum map Autumn term 1 Year 2

### Numeracy

Pupils continue to develop their understanding of mathematical concepts (e.g. big, small, more, less during functional activities. Maths skills are fostered through role play activities e.g shop role play.

### Investigation

Pupils use their investigation skills to undertake a variety of science experiments. They use their communication skills to request and comment, using their speech, signing or symbols.

### Arts

Pupils create artwork to support their role play activities. Pupils create animal masks, clown faces and hats and develop their skills and techniques using a variety of tools and techniques,

### Communication and Literacy

Adult modelling and communication aids support pupils in learning new vocabulary and extending their language use. Pupils use AAC to make requests and answer questions during familiar activities.

Pupils engage in reading activities relating to the topic, including interactive stories, chosen stories and reading for pleasure. Pupils are taught how to use, look after and respect the books they are using.

# Circus

### Physical development

Pupils engage in a variety of different circus skills developing gross motor and fine motor skills.

Pupils develop confidence in their body awareness through being active during playground activities.

### Independence

Pupils develop their independence skills during cooking activities. Pupils engage in breakfast club, learning to make simple snacks with reducing levels of adult support .

Individual hygiene routines are followed in school, where appropriate. Visual aids and encouragement are used to support pupils to follow these routines.

### Music

The development of pupils' performance skills is fostered through role play. Pupils will perform elements of a circus e.g. acrobat dance, trampoline performance, and animal role play.

### The world

Community visits regularly take place developing pupils awareness of the world around them. Pupils visit different places in the community supporting their learning and independence.

### Social skills

Pupils in the LISS Pathway share opportunities for social interaction through end of topic event.

## LISS Pathway Curriculum map Summer term 2 Year 2

### Numeracy

Motivating topic– themed activities that provide opportunities to develop understanding through mathematical concepts. There was an understanding of concepts such as quantity with matching different media and materials using chalk boards.

There were opportunities for pupils to participate in a team to work on different tasks across the different time periods.

### Investigation

Learning is cemented through different investigations specified by the time period. Pupils look at recording time for a reaction happen. Pupils are encouraged to make predictions such as colour change or whether an object will sink. They are also encouraged to expand their scientific vocabulary.

### Arts

Pupils understanding of the different materials used in the respected times is done through watch and do sessions. Pupils to develop a sense of self with self portraits e.g in black and white for the Victorians. Pupils will have the opportunity to choose their own media in these sessions.

### Communication and Literacy

Pupils are supported to communicate in a variety of different settings and purposes. Pupils' vocabulary is developed through topic based activities e.g. identifying the colour with matching symbols.

Pupils attend several events to do with topics such as VE day celebrations. The VE day celebrations gave the change to communicate about wants and to participate in turn taking. Pupils have had the opportunity to use tokens to spend on their food.

Pupils have the opportunity to learn of different periods of time through appropriately differentiated topic books to foster the love of reading.

## Stepping back in time

### Physical development

Pupils are given the opportunity to develop cognitively and physically in different time periods. Pupils vocabulary was developed using different objects across the time periods. Pupils were encouraged across the different time periods to identify foods that would support a healthy life style. Fine motor skills was developed through the use of different clothing.

### Independence

Pupils' personal responsibility and ability to follow routines with increased independence are developed through a wide range of activities.

Pupils have individual jobs within the classroom and school, such as delivering milk and letters to different classes. Regular community visits provide opportunities to develop independence whilst travelling, e.g. crossing roads and using the tram link.

Religious stories and cultural celebrations support pupils to develop personal skills, such as helping those in need whilst learning about The Good Samaritan and Harvest Festival. Pupils are supported to develop their dressing skills and

### Music

Pupils have been exposed to different music through the time periods. The children would learn different styles in terms of dance. Children would also be encouraged to use musical instruments

### The world

Pupils are supported to recognise and name some features of their body. They investigate their place in the school, the local community and the world.

Community visits regularly take place, and diversity is recognised and celebrated. Pupils will begin to express their likes and dislikes whilst experiencing the world through a range of senses.

### Social skills

Pupils demonstrate openness to new activities, as well as concern and respect for others.

They have opportunities to take part in activities alongside peers across the school and community. They learn to greet others appropriately and develop skills and confidence

## LISS Pathway Curriculum map Summer term 1 Year 2

### Numeracy

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

Pupils using rhymes and sensory exploration to develop understanding of number

Pupils engage actively in cooking related activities, promoting development of number in the real world.

### Communication

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

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

Colourful semantics is used to extend sentence use when completing weekly journals

Topic stories enhance reading development by interactive opportunities e.g. puppets, matching animal sounds on the iPad

### Music

Pupils develop self-confidence and respect for others through the medium of music.

Pupils have opportunities to develop their musical interests and talents

Pupils demonstrate an awareness of music from different cultures through the celebration of festivals

### 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

Pupils are given opportunities to make healthy lifestyle and food choices through movement and cooking activities. They explore who they are and what they can do with their bodies. Fine motor skills are developed through real world experiences, such as doing up zips and buttons whilst getting dressed.

### The world

Community visits regularly take place, and diversity is recognised and celebrated.

Pupils will begin to express their likes and dislikes whilst experiencing the world through a range of senses.

### Arts

Pupils have opportunities to create individual and shared pieces of artwork

Pupils have opportunities to choose materials and tools to work with, and develop their independence skills

Pupils make choices to select appropriate resources for art work

### Independence

Pupils' personal responsibility and ability to follow routines with increased independence are developed through a wide range of activities.

Pupils have individual jobs within the classroom. Regular community visits provide opportunities to develop independence whilst travelling, e.g. crossing roads and using the tram link.

Pupils have opportunities to develop their understanding of how to keep healthy .

Pupils make own choices for snack and dinner options.

Independence is promoted continually during toileting routines

### Social skills

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

Birthday Parties – children celebrating peers birthdays

Drama Games to promote turn taking