

## LISS Pathway Curriculum map Autumn term 1 2023

### Numeracy

Pupils access facilities in the local environment and begin to become familiar with places and activities, such as shopping and using money.

Pupils role play going to the shops in preparation for community visits.

Pupils collect coins for good work during the week and buy things in the class shop on Fridays.

### Investigation

Pupils explored changes by choosing, recognising and commenting on colours of face paints to paint features on a face.

Pupils investigated changes through events e.g. at Halloween, making potions, and changing physical materials.

Pupils are encouraged to comment on the changes they observed through speech, signs and symbols.

### Arts

Pupils developed a positive sense of self and recognise some personal attributes through face painting and drawing faces on a Perspex screen.

Pupils coloured mixed paint to make circus art work, e.g. painted big top, popcorn pictures, clown puppets and 'rabbit in hat cups'

Pupils 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 developed 'call and response' skills through the topic story 'We're going to the circus'. Pupils increased understanding and comprehension through the story 'Bellamy Brickle's Circus Dream', which was shared with pupils from across the school. Pupils writing was extended through links to the story content and through writing regular journal entries.

## The Circus

### Physical development

Pupils are given opportunities to develop their skills around the theme e.g. balancing on a bench, learning to use the diablo, juggling, hoola hooping and tumbling. Healthy lifestyle and food choices are made through movement and cooking activities. Fine motor skills are developed through real world experiences, such as doing up zips and buttons whilst getting dressed. At the end of term each class participates in a Circus Skills session with a Circus performer where they get to ride a unicycle and see live circus skills performed!

### 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 sorting and delivering class snacks and letters to different classes. Pupils help during assembly e.g. opening doors, signing and singing songs to support the whole school in assembly.

Regular community visits provide opportunities to develop independence whilst travelling, e.g. crossing roads and using the tram link. Pupils have opportunities to develop communication skills in the wider community, asking for help in shops etc.

Cultural diversity is celebrated to support children thinking about the wider world. Stories and cultural celebrations support pupils to develop their personal skills Pupils have opportunities to develop their understanding of how to keep healthy and clean by completing hygiene routines.

### Music

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

Music is used to encourage a range of cross curricular activities including call and response styled activities.

Pupils have opportunities to develop their musical interests and talents, which include choir, music sessions and rock

### The world

Pupils are supported to recognise and name some features of a circus. They investigate the local community and wider world.

Community visits regularly take place, and diversity is recognised and celebrated. Inclusion takes place within the pathway and in a local primary school. Pupils visit local places including the park, shops and cafes.

### 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 Autumn term 2 2023

### Numeracy

Pupils developed their positional language of in/on/and under in practical activities.

Pupils used bikes to learn ordinal language of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> and when out in the community pupils looked at and recognised bus numbers.

Pupils sequenced activities relating to being in the community e.g. ordering the events when going to the shops.

Pupils engaged in 'watch and do' activities using shapes to make pictures, following an adult model.

### Communication and Literacy

Pupils continue to be 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 learnt about body parts and body actions through the topic story 'From Head to Toe'. Pupils learnt about different transport in the story 'We All Go Travelling By'.

Pupils used communication boards to select actions to model to their peers, and pupils recalled information from story books, to illustrate their understanding of story texts.

### Music

Pupils continue to develop self-confidence and respect for others through the medium of music and singing at celebration events.

Pupils have been through a musical adaptation of the story text 'We're all going on a bear hunt'.

Pupils work together to create a musical production for the Christmas Show around the theme of Christmas films.

### Investigation

Pupils explored forces in their environment e.g. push and pull, using muscles and how things work.

Pupils looked at changes in the environment when out in the community e.g. the seasons and leaves changing colour. Pupils continued to be encouraged to comment on the changes they observed.

## Let's Get Moving

### Physical development

Pupils are given opportunities to continue to develop their skills around physical development. Pupils engage in daily activity including dance, bike riding, park visits, walking in the community, and P.E. lessons. Younger pupils have developed body awareness and copied body actions, following an adult model. Fine motor skills continue to be developed through practical activities during the day.

### The world

Pupils are supported to access special community events e.g. going to the Town Hall to visit the Mayor and singing at the Whitgift Centre.

Pupils are encouraged to think about the wider world by raising money for Children in Need, and Save the Children, for Christmas Jumper Day.

### Arts

Pupils completed artwork around celebrations e.g. making poppies for Remembrance and 3D bonfires for Fireworks. Pictures were created using wheeled toys through paint, ice painting, and using natural materials to make an autumn picture.

Pupils made Christmas crafts for the Christmas Fayre including gift bags, tags, reindeer hot chocolate and salt dough decorations.

### Independence

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

Pupils are encouraged to be independent learners and are given opportunities during the day to complete tasks. Pupils take responsibility to complete jobs with increased independence and to know what they need for the task.

Pupils have the opportunity to make choices about snacks to cook, create shopping lists, go to the shops to buy the ingredients and cook what has been chosen. Pupils are also given choices about peers they want to work with and the location.

Pupils use a wide range of tools during activities and are supported to use them safely.

Pupils continue to be supported in developing their personal care skills and routines.

### Social skills

Pupils demonstrate openness to new activities both within the school environment and elsewhere. Pupils learn to greet people in an appropriate manner.

Pupils learn to interact with each other. Assembly forms a focus for this as pupils are learning a group dance.

## LISS Pathway Curriculum map Spring term 1 and 2 2024

### Numeracy

Pupils continue to develop their number skills throughout the day. Pupils use different forms of measuring appropriate to their developmental level e.g. comparing lengths and ordering of size.

In cookery and 'potion' making lessons pupils develop their understanding of quantities.

### Investigation

Children explore through 'hands on' experiences around changing materials through 'potion' making in science and in cooking activities. Pupils will investigate magnetism through a variety of 'magical' activities.

### Arts

In art pupils develop their attention skills through a variety of watch and do craft activities, including working on using scissors.

Pupils use the natural environment to collect materials to make their own 'magic' wands and other items.

### Communication and Literacy

Where appropriate, pupils use Talking Mats to comment on their preferences whilst experiencing food, music and clothes related to different cultures.

Pupils share a class story and take part in role play based on the text to develop their comprehension skills.

Pupils celebrate World Book Day with classes choosing a favourite book and engaging in story activities.

## Academy of Wizards and Witches

### Physical development

Children participate in 'games' activities to develop core strength, gross motor skills and following rules. Some pupils extend this skill and play team games, using their mathematical knowledge to compare and sort and keep scores for team games.

### 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 Life Skills 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.

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

### Music

Pupils use their bodies to explore different noises and percussion sounds that they can make.

Pupils utilise the large drums, wood wind instruments and rain makers to explore a variety of movements involved in making sound.

### The world

Children explore the range of festivals in the religious calendar, such as Mothering Sunday, Holi, Chinese New Year, Ramadan, and Easter.

Children learn about different cultures exploring food, dress and stories. This forms strong home school links between events and festivals celebrated at home.

### Social skills

Pupils are supported to work together in all lessons but skills such as turn taking and sharing have been promoted in music lessons and PE. Tuck shop and inclusion are regular events that promote pupils to develop social skills.

## LISS Pathway Curriculum map Summer term 1 2024

### 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.

### 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.

### 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.

### Communication and Literacy

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.

## 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.

### 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.

### 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.

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

Birthday Parties – children celebrating peers birthdays

Drama Games to promote turn taking

## LISS Pathway Curriculum map Summer term 2 2024

### Numeracy

Pupils have the opportunity to use their numeracy skills functionally in the local community, e.g. purchasing ingredients for cooking lessons, buying drinks on a visit to the park.

They explore quantity, shapes and sizes when building sandcastles, identifying if more or less sand is required to make the sandcastle.

### Investigation

Scientific investigations include deepening an understanding of opposite concepts, e.g. wet/dry, full/empty.

Pupils explore the best ratios and materials to make sandcastles and begin to make simple predictions. They take part in scientific enquiry to make ice creams, experimenting with different methods of production.

### Arts

Pupils explore the characteristics of different media to make collaborative pieces of work, developing negotiation and sharing.

The arts allow pupils time to be creative, with adult modelling independent creativity.

Pupils develop the skill of appraising their own and others work in a supportive environment.

### Communication and Literacy

Pupils are supported to generalise and consolidate learning from the year, looking back at their time in class and recalling activities they have shared with their peers.

Pupils further develop their ability to comment on the world around them using their preferred method of communication. Pupils have access to communication groups delivered by the Communication Support Assistants to focus in specific skills.

Phonics is embedded within the pathway to provide a sound phonological awareness to develop pupils reading and writing across the curriculum. They have the opportunity to write for specific purposes, e.g. some may comment on their reports, or writing postcards.

Reading for pleasure is embedded across the pathway to instil a love of books and curiosity. Pupils ask and request to take books home to share with their families as part of their home learning activities.

## Let's Go on a Summer Holiday

### Physical development

Pupils are supported to develop their ability to compete in races with increased independence when practising for Sports day, demonstrating improved hand eye co-ordination, balance, agility and competing in a safe environment.

Fine motor skills continue to be developed through cooking activities including planning and preparing packed lunches for picnics to take to the 'beach' with them.

### Independence

Pupils are supported to identify appropriate clothing for the weather they are experiencing and how to keep safe in the sun. Pupils with sensory needs are supported to develop their ability to wear appropriate clothing such as hats and apply sun screen to keep them safe.

Classes access the community on a weekly basis to further develop their ability to access the local community appropriately, e.g. ordering meals in a café, asking for help in a shop.

Pupils interests are developed through their attendance at lunchtime clubs, e.g. cooking, arts and crafts or football clubs.

### Music

Pupils are encouraged to explore the sounds different instruments make to represent other sounds in the environment. And make soundscapes to match stories.

They learn to play loud/quiet/fast/slow to represent things in the environment e.g. weather, animals, the ocean and to play as a group.

### The world

Classes expand the repertoire of community visits they take part in, linking these to topics and places of worship.

Pupils use ICT to learn about summer holidays around the world, watching videos about different countries and finding pictures and recipes as starting points for lessons.

Pupils are supported to explore foods from around the world and identify differences between different types of summer holidays.

### Social skills

Pupils are supported to prepare for transitions to new classes/settings.

Social skills are developed through highly structured games sessions with the Communication Support Assistants who support pupils to understand simple rules and learning to win and lose appropriately.

Inclusion within the pathway takes place through end of topic events and planned