**Explore Pathway 2024-2025**

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| **Whole School Cycle 3 Explore PATHWAY** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | | **Summer 1** | **Summer 2** | |
|  | | Pirates | Climate Change | | People Who Help Us | Earth, Space and Beyond | | | Asia | Sporting Events | |
|  | **Topic Text Focus** | **EY:**  **Fiction:** Portside Pirates  **KS1/2:**  **Fiction:** Molly Rogers Pirate Girl  **Fiction:** The Pirates Next Door    **KS2/3:**  **Fiction:** Meet the Pirates  **Fiction:**  The Pirate Mums  **KS4-5:**  **Fiction:** Blackbeard’s Treasure **Fiction:**  Billy and the Pirates | **EY:**  **Non-Fiction:** What a waste Jess French  **KS1/2:**  **Fiction:** Somebody Swallowed Stanley  **Poetry:** The Lorax Dr Zeuss    **KS2/3:**  **Narrative**: Dear Eart**h**  **Non-Fiction**:  Blue Planet 2: Leisa Stuart  **KS4-5:**  **Narrative:** Buddies Rainforest Rescue  **Non-Fiction:** No one is too small to make a difference Greta Thunberg | | **EY:**  **Fiction:** You can’t call an elephant in an emergency!  **KS1/2:**  **Fiction:** Real Superheroes! Julia Seal  **Fiction:** Super Duper You!    **KS2/3:**  **Fiction:** A Superhero like you!  **Fiction:** Be more dog!  **KS4-5:**  **Fiction:** Life savers: Spend a day with 12 real life emergency service heroes  **Non-Fiction:** Stand up, Stand out! (NF) | **EY:**  **Fiction:** The dinosaur that pooped a planet!  **KS1/2:**  **Narrative:** Astro Girl  **Narrative:** Field Trip to the Moon  **KS2/3:**  **Fiction:** A place for Plut**o**  **Fiction:** Look up!  **KS4-5:**  **Fiction:** Jupiter the Gassy Giant  **Non-Fiction:** Armstrong: The adventurous journey of a mouse on the moon | | | **EY:**  **Non-Fiction:** Lunar New Year  **KS1/2:**  **Factual Narrative:** Goodnight India  **Fiction:** The Magic Paintbrush  **KS2/3:**  **Fiction:** Kai and the Monkey King  **Non-Fiction**: Incredible India  **KS4-5:**  **Fiction:** Cinnamon  **Film:** Kung Fu Panda | **EY:**  **Fiction:** The Frog Olympics  **KS1/2:**  **Biography:** Ready, Steady, Mo!  **Non-Fiction:** Look inside Football    **KS2/3:**  **Non-Fiction:** Splash!  **Non-Fiction: Women in Sport**  **KS4-5:**  **Biography:** On your marks, get set, Gold!   **Narrative:** The dog that saved the World (cup) | |
| Each term our classes will have two literacy/text focus that develop our students access to literacy, understanding of the world and creates cross curricular links between their sessions. The stories link directly to the topic and are sequenced to ensure there is coverage of non-fiction, fiction, and topical issues. | | | | | | | | | |
| All students will access shared reading once a day. This develops our student’s exposure to texts and language, their language processing and specific listening focus and attention targets. | | | | | | | | | |
| **Communication**  **skills** | Communication Methods used across the Nurture pathway are: PECS, communication boards, eye gaze, TASSELS, verbal communication, Makaton signs, symbols, AAC Devices and written word. | | | | | | | | | |
| **Circle Time** | **Circle time is used as an opportunity for students to begin their morning or afternoon. It is a time to target key areas of SMSC and British Values through current events, emotional regulation and recall of key knowledge such as dates, time and basic shapes and number. This session is tailored to the individual needs of the class and works on recall, speaking and listening, real world information and teamwork skills.** | | | | | | | | | |
| **Pre-Phonics** | Pre-Phonics is a session that supports language and communication development, pre-requisite writing and reading skills whilst maintaining fidelity to the scheme.  Stage 1 is structured through a bucket time model, with whole word recognition linked to an initial sound and concrete object, development of communication and early writing development practice through Squiggle while you Wiggle. | | | | | | | | | |
| **Jolly English** | Jolly English is an English language course that has been carefully developed and sequenced for pre-phonics pupils who have little or no knowledge of English. Join Inky Mouse and her friends, Snake and Bee, as they discover new words and phrases using songs, games, chants and stories that bring the course to life and develop children’s English language. Jolly English is used as a pre-requisite to Jolly Phonics and when pupils show they are making good progress in Jolly English they then begin pure phonics teaching. | | | | | | | | | |
| Sensory Story | This partners concise text with strong sensory stimuli to convey a narrative. They are motivating and engaging for all pupils and have individual learning intentions integrated within the story.  These stories are repetitive allowing the pupils opportunities to predict, expect or associate a stimulus or activity with an event. All stories are personalized with known motivators to ensure the highest level of engagement. | | | | | | | | | |
| **Attention Autism** | **To develop communication skills, listening and attention skills. Pupils access up to 4 stages of engagement.**  Stage 1: S**election of visual and/or auditory highly engaging items.***(5 items shown over a maximum of 10 minutes)*  Stage 2: **sustaining attention** - a set structure or activity that goes on for a longer period and the students are **invited to participate**.  Stage 3: shifting attention; a longer activity, in which the student is encouraged to engage in turn taking with their peers.  Stage 4: Individual workstation task | | | | | | | | | |
|  | **TEACCH** | TEACCH is an evidence-based approach to support pupils develop their independent learning skills. All pupils have their own folder with activities to independently complete. These are individualized and personalized to support the child with developing their early learning skills. The focus of these activities is usually English and maths. However, as stated these are bespoke to the child and therefore activities can vary. | | | | | | | | | |
| **My Thinking** | **Mathematics – Number Focus** | Number and place value  Addition and subtraction | Number and place value  Addition and subtraction | | Number and place value | Number and place value  Addition and subtraction | | | Number and place value  Multiplication and division  Fractions and decimals | Number and place value | |
| **Mathematics – Subject Focus** | Capacity and volume  Introduce money | Money  Position and direction | | Length and height  Multiplication and division with sharing | Statistics  Properties of shape | | | Time | Time  Mass and Weight  Statistics | |
| **RE** | Which Places are Special and Why? | Who is a Hindu? | | Why is Jesus inspiring to some people? | What does it mean to belong to a faith community? | | | What is special about our world? | Who is Muslim?  Unit 2 | |
| **My Engagement** | **Physical Education** | Pupils engage in non-discrete physical development. Gross motor is developed through swimming, walking and rebound therapy.  Fine motor skills are developed through their tray activity curriculum and activities linked to leisure and recreation for example threading and stacking. | | | | | | | | | |
| **Swimming** | Discovery Duckling levels 1-4, Duckling levels 1-4 | | | | | | | | | |
| **Rebound** | Rebound Therapy is the use of the Trampoline to provide controlled movement by trained staff in the techniques and benefits of trampolining. The aims to Rebound include:  It is fun and motivational   * Incorporates cross-curricular learning as a meaningful, fun and exciting challenge * Gives confidence in movement and improves physical fitness and skills * Improves motor skills, body awareness, balance and co-ordination * Promotes positive relationships and builds self-esteem, confidence and independence * Increases eye contact and vocalisations   Meets individual sensory needs | | | | | | | | | |
| Sensology | Sensology aims to wake up the 5 basic senses (see, hear, smell, taste and touch). Through this activity all of senses are stimulated.  We also use sensology to support your child’s awareness, engagement and enable them in time to show a preference to taste, textures, smells, movement etc. | | | | | | | | | |
| **Creative Arts** |  | Expressive Art Skills | Cooking Skills  Mixing and pouring | | | Cooking Skills  Chopping and spreading | Cooking Skills  Mixing and pouring | | | Music Interaction |
| Music Interaction | Cooking Skills  Mixing and pouring | Music Interaction | | | Expressive Art Skills |  | | | Expressive Art Skills |
| Music Interaction | **All skills to work on a spiral of development which are revisited throughout the year during music lessons. Not all students will achieve all outcomes, but opportunities must be presented.**  **Singing:** Explore vocal sounds. Adapt their mouth shape to add more definition to the sound. Developing intentional sounds using rhythm and pitch variation. Give a consistent response to familiar songs. Explore different vocal sounds for different types of songs.  **Composition:** Make simple choices when creating a musical sound. Explore different sounds to inform a more detailed choice. Select sound to play in a chosen order. Make a score for their composition (e.g. Using PECS cards)  **Performance:** Explore the sound of a musical instrument. Initiate sound using cause and effect.  **Listening and Responding:** Respond physically or emotionally to music from variety of styles, traditions and genres. Show an awareness of where the sound is coming from. Anticipate the sound which is about to happen. Express a preference of if they want to hear the music again. | | | | | | | | | |
| Expressive Art Skills | This creates opportunities to explore a range of art equipment using pupils’ preferred methods. Exploration, investigation and problem solving are encouraged throughout the session at the individuals personalized level. | | | | | | | | | |
|  | Independent cooking skills – Design and Technology | Pupils will develop core skills in combination to support their experience of cooking, following a recipe, using process and trying their food at the end. Pupils will practice correct hygiene and experience a range of fine motor process to support their independence skills. | | | | | | | | | |
| **My World** | **PSHE Including SRE**  **PRIMARY** | Playing and Working together SA3 People who are special to us SA4 | Differences WWLI 1  Different Types of Relationships CG4 | | Trust SSS3 | Identifying different feelings MF1 Managing Strong Feelings MF2 | | | Jobs WWLI | Taking Care of ourselves SS1 | |
| **PSHE Including SRE**  **SECONDARY** | Taking Care of the Environment WWLI 4 | Medicinal Drugs HL6  Drugs, Alcohol, Tobacco HL7 | | Things we are good at SA1  Kind and Unkind behaviors SA2  Playing and Working together SA3  People who are special to us SA4 | Romantic Feelings and Sexual Attraction MF3  Different types of relationship CG4  Long Term Relationships and Parenthood CG5 | | | Keeping Safe SSS2  Emergency Situations SSS5 | Jobs WWLI 2  Money WWLI 6 | |
| **Community Skills  In School Sessions** | Hairdressers | Doctors | | Eating Out | Dentist | | | Hairdressers | Doctors | |
| **Community Skills  Off site sessions** | Local and non-Parks – walking skills  Visit to hairdresser. | Local Parks – walking skills Shopping  coffee shops, cafes and pubs | | Local Parks – walking skills Public transport experiences | Local Parks – walking skills Shopping  Waiting room | | | Local and non-Parks – walking skills  Visit to hairdresser. Public transport experiences | Local Parks – walking skills coffee shops, cafes and pubs Waiting room practice. | |
|  | **The World Around Us** | Recycling | The Weather | People | | | The Seasons | | Food | | Water |
|  | **Emotional Regulation** | Explore Pathway use a variety of sessions to support the development of emotion awareness and regulation. All pupils will access Zones of Regulation throughout the day and at a level that is appropriate for the developmental awareness. Pupils will access sessions named sensory diet that support their regulation and sensory needs to better ready them for learning. Pupils will also access low stimulus relaxation sessions to develop their abilities to regulate and calm. | | | | | | | | | |