

<p style="text-align: center;">The rationale underpinning our Informal curriculum: The Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p style="text-align: center;">The Informal EQUALS curriculum pathway reflects the diverse range of needs that many of our learner's encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs</p> <p style="text-align: center;">Students working within the Informal curriculum are provided with every opportunity to develop their Functional Communication skills.</p>						
Assessment	<p style="text-align: center;">Learning Outcomes linked directly to EHCP targets using the Dorin Park informal assessment frameworks. If required, some pupils will also be assessed against the engagement model and pre-key stage standards. <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
Key	Autumn Term		Spring Term		Summer Term	
Themes	Woodlands	Polar	Castles (Kings and Queens)	Dinosaurs	Zoo	Superheroes
My Communication	<p style="text-align: center;">The 3Ms (Motivation, Means and Mate) is the fundamental basic for communication: 1. A motivation (a reason) for communicating; 2. A means (a method) of communicating; 3. Someone (a partner or partners) to communicate to.</p> <p style="text-align: center;">These key elements are driven through the following focused activities:</p> <p style="text-align: center;">Imperative Communication and Formal Social Interactions Peer to Peer Communications Activities to support learners' expressive communication Communication games and activities AAC Attention Autism Sessions</p> <p style="text-align: center;">Communication at this stage is process-based rather than skill-based; that is, learners will learn the process of communication by communicating. We complete this using visuals and symbols, signs and intensive interaction.</p>					
My Play and Leisure	<p style="text-align: center;">To build up tolerance levels, confidence and acceptance to different stimuli when presented in play activities.</p> <p style="text-align: center;">To build up on the 5 levels of play and build on social interaction and flexibility of thought: Sensorimotor Play, Relational Play, Functional Play, Symbolic Play, Socio-dramatic Play</p> <p style="text-align: center;">To build up on the 5 social dimensions of play: Solitary, Parallel, Shared, Turn-taking, Co-operative.</p> <p style="text-align: center;">Play opportunities include sand and water play, explorative food play, kinaesthetic play, toy-based play and timetabled access to our sensory room.</p>					
My Independence	<p style="text-align: center;">My Cooking / Food Technology Health and Safety in the kitchen Basic food hygiene; washing hands, wiping kitchen sides</p>					

		<p>Making basic foods and drinks linked to topic and festivals, using appropriate cutlery Healthy living and healthy eating</p> <p>My Shopping</p> <p>Role play and modelling of how to make a list, use a list and how to exchange money To understand that a £1 coin is a means of exchange. To recognise that one £1 coin will buy one snack item To understand that use of a debit card is a means of exchange Weekly visit to Asda Supermarket To shop using a shopping list</p> <p>My Dressing & Undressing</p> <p>Develop an understanding of washing and getting dressed Be safe and private when getting dressed around others To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc</p> <p>My Travel Training</p> <p>To walk as independently as possible in school- delivering messages around the school. To walk as independently as possible outside of school- walk to the local park. To cross a minor road with support</p>		
My Art	My Creativity	Drawing – Line, shape and tone	<i>Textiles – Texture and Pattern – The process of collage to create tactile tiles and panels. Encounter various textures and patterns, creating a textile collage.</i>	<i>Sculpture – Form, shape and space – Clay/ Various 3D shapes.</i>
My Drama		<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>	<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>	<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>
My Dance		<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>	<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>	<p>Drama and dance sensory experiences. Play opportunities.</p> <p>Route 1: Interactive drama games, pretending to use items. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role.</p> <p>Intensive Interaction, Sensory stories, Drama games, Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces, Rocking rhymes, Movement Games, Interactive songs,</p>

EQUALS – Informal Long-Term Plan – Willow (2024-25)

		Parachute Games, Messy play, Massage and tactile play and sensory play	Parachute Games, Messy play, Massage and tactile play and sensory play.	Parachute Games, Messy play, Massage and tactile play and sensory play		
My Music		<p>Music Musical games and singing Rhythm – Explore musical interactions – copying back Rhythm – Explore changes in rhythm Emotions and Expressions within music Timbre – Soundscapes Tempo – Explore different states of tempo</p>	<p>Music Musical games and singing Rhythm – Explore musical interactions – copying back Rhythm – Explore changes in rhythm Emotions and Expressions within music Timbre – Soundscapes Tempo – Explore different states of tempo</p>	<p>Music Musical games and singing Rhythm – Explore musical interactions – copying back Rhythm – Explore changes in rhythm Emotions and Expressions within music Timbre – Soundscapes Tempo – Explore different states of tempo</p>		
		Nativity	Easter	Summer		
My Outdoor Learning	<p>Focus: wilderness explorers Develop skills to make mini-den building for small animals.</p>	<p>Focus: using tools and problem solving. Continuation of the use of basic tools, peelers, hammer</p>	<p>Focus: creativity Art and craft linked to Spring and natural animals and plants found in spring.</p>	<p>Focus: making a fire Be safe around a fire and enjoy campfire songs.</p>	<p>Focus: environmental awareness Plant summer bulbs and watch them grow.</p>	<p>Focus: Orienteering. To locate key areas within the forest school area using visual support.</p>
	My Physical Wellbeing	<p>Focus: To move through different environments, moving their body from one place to another.</p> <p>Fundamentals of movement: Locomotor skills- Jump over ropes and obstacles. Jump with two feet from a stationary position approximately 80 centimetres.</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section e- Emerging.</p>	<p>Focus: Exploring different body movements using hand held and large apparatus. To develop gross and fine motor skills. Striking aims including throwing, catching and ball/bat activities.</p> <p>Fundamentals of movement: Manipulative skills- catching Smaller ball can be caught in their Hands. Catch in static contexts.</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section e- Developing.</p>	<p>Focus: Exploring body movements using large apparatus, jumping, rolling, balancing in different ways. Exploring balancing on and off the apparatus.</p> <p>Balance on and off apparatus</p> <p>Fundamentals of movement: Stability skills- Landing skills. Land on feet from various heights and distances. Recognise the importance of absorbing the shock of the landing e.g., knees bent, on toes.</p> <p>Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Rebound: grade 1 section e- Secure.</p>		

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	<p>Bikes: To steer and turn while gliding using a 2-wheel bike- Emerging. Learn to ride a bike with pedals using a 2- wheel bike- Emerging.</p> <p>Aquatics: Water confidence I can push and glide on front and back with swimming aids/adult support- Emerging. Propel myself on my front and back- Emerging.</p> <p>Mental Health and Well-Being:</p> <ul style="list-style-type: none"> • Zones of Regulation • To develop self-regulation skills – communicate items and resources to support self-regulation. • To recognise and understand that I have the freedom to move away from an activity or area if I am feeling overwhelmed or over stimulated. 	<p>Bikes: To steer and turn while gliding using a 2-wheel bike- Emerging. Learn to ride a bike with pedals using a 2- wheel bike- Developing.</p> <p>Aquatics: Action songs I can push and glide on front and back with swimming aids/adult support- Developing. Propel myself on my front and back- Developing.</p> <p>Mental Health and Well-Being:</p> <ul style="list-style-type: none"> • Zones of Regulation • To develop self-regulation skills – communicate items and resources to support self-regulation. • To recognise and understand that I have the freedom to move away from an activity or area if I am feeling overwhelmed or over stimulated. 	<p>Bikes: To steer and turn while gliding using a 2-wheel bike- Emerging. Learn to ride a bike with pedals using a 2- wheel bike- Secure.</p> <p>Aquatics: Water fun and games. I can push and glide on front and back with swimming aids/adult support- Secure. Propel myself on my front and back- Secure.</p> <p>Mental Health and Well-Being:</p> <ul style="list-style-type: none"> • Zones of Regulation • To develop self-regulation skills – communicate items and resources to support self-regulation. • To recognise and understand that I have the freedom to move away from an activity or area if I am feeling overwhelmed or over stimulated.
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