



3D CURRICULUM

Discovering, Developing, Deepening

From September 2026 onwards

Curriculum Journey



Pupils in our Saplings EYFS class follow the 2D curriculum, focussing on:

- Early Discovering
- Early Developing

Pupils in KS1 and KS2 follow the 3D curriculum:

- Discovering
- Developing
- Deepening

Curriculum Intent

At Rosebank School, we provide a broad, balanced and ambitious curriculum that has been specifically designed to meet the needs of pupils with Autism Spectrum Condition (ASC). Our curriculum reflects the requirements of the National Curriculum while recognising that our pupils require a carefully adapted curriculum to access learning, develop independence and achieve positive long-term outcomes.

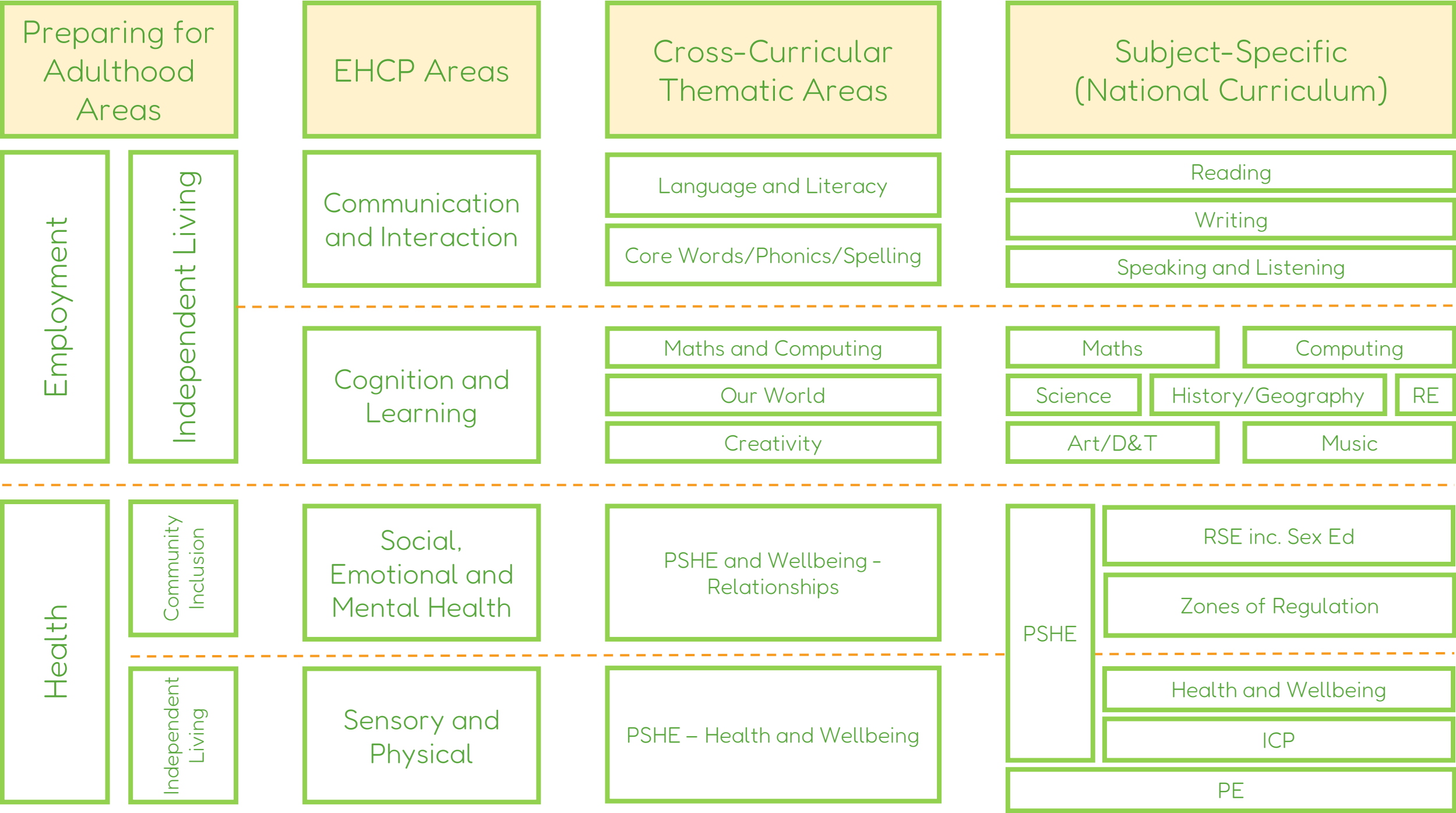
We believe that all pupils, regardless of their starting points, have the right to a meaningful education that prepares them for their next stage of learning and for life in modern Britain.



Drivers of our Curriculum Design

While traditional national curriculum subject coverage remain integral and important, the needs of our learners mean our curriculum is designed primarily with a focus on:

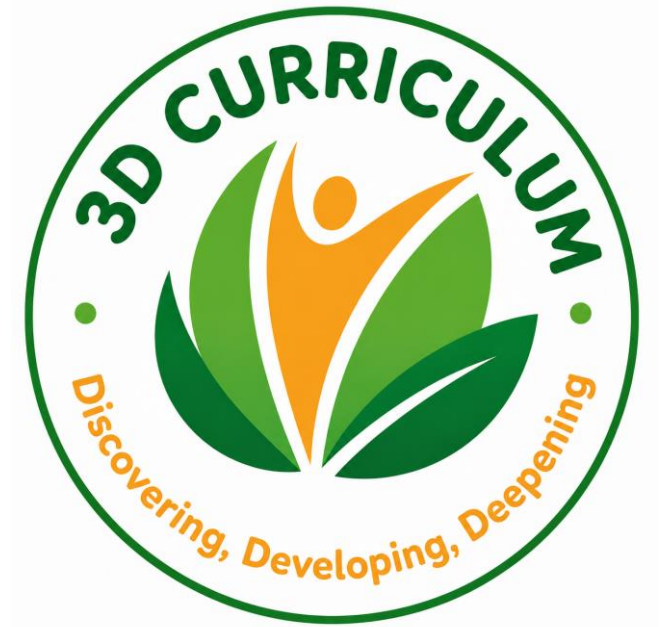
- Preparing for Adulthood
- EHCP targets
- PSHE
- Autism-specific pedagogies



Curriculum Intent

Communication

Communication is embedded throughout the curriculum using a 'Total Communication' approach. Staff model and develop expressive and receptive language through a range of approaches, including speech, symbols, visual supports, augmentative and alternative communication (AAC) systems and structured interaction opportunities, such as Intensive Interaction.



Independence and Life Skills

Opportunities for developing learners independence and Life skills are also embedded across the curriculum and across the school day. These include:

- Toileting
- Dressing
- Feeding
- Supporting children to increase tolerance within restricted diets
- Personal hygiene

Curriculum Intent

Stage not Age

At Rosebank, we recognise that our learners often demonstrate highly uneven developmental profiles. Whilst a child's chronological age may place them within a particular year group, their communication, social understanding, emotional regulation, sensory processing and learning needs may be at a very different developmental stage.

For this reason, we have adopted a "Stage Not Age" curriculum model. This approach ensures that learning is matched to pupils' developmental readiness rather than solely to their chronological age.

By identifying where pupils are in their learning journey and providing appropriate next steps, we create a curriculum that is both ambitious and accessible. It is based on the understanding that successful learning occurs when pupils are taught from their current level of understanding. Pupils are therefore supported to progress through carefully sequenced developmental stages which build the foundations necessary for future academic, social and emotional success.



Curriculum Intent



By focusing on developmental stage rather than age-related expectations alone, we are able to reduce barriers to learning, increase engagement and promote meaningful progress. Pupils experience success because learning is appropriately matched to their needs while remaining sufficiently challenging to promote growth.

Importantly, a Stage Not Age curriculum does not lower expectations. Instead, it enables us to maintain high aspirations for every pupil by ensuring that teaching is precisely targeted and progression is carefully planned. Pupils continue to access a broad, ambitious and coherently sequenced curriculum that is and adapted to meet the needs of individual learners.

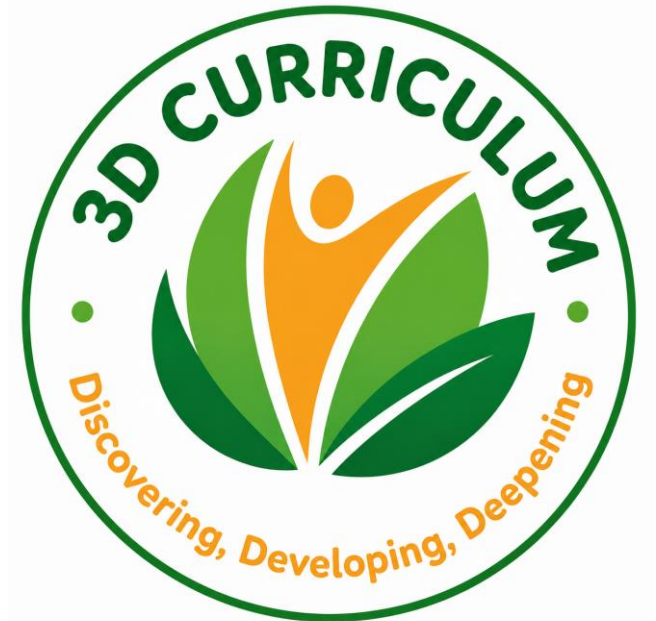
Through our Stage Not Age approach, we ensure that every pupil is supported to achieve success, develop confidence and fulfil their potential, regardless of their starting point.

Curriculum Implementation

The 3Ds

Within our 3D Curriculum framework of **Discovering**, **Developing** and **Deepening**, pupils move through stages of learning at a pace that reflects their individual needs.

Pupils may be working within different stages in different areas of the curriculum, enabling them to access personalised learning, offering them the depth of understanding, independence and ability to apply learning across different contexts at their own level.



Discovering

Pupils discover their environment, focusing on how they explore, realise, anticipate, persist and initiate interactions with people, objects and activities as the foundations for future learning

Developing

Pupils are developing their knowledge, skills and understanding by building confidence, increasing independence and applying learning across a range of meaningful contexts.

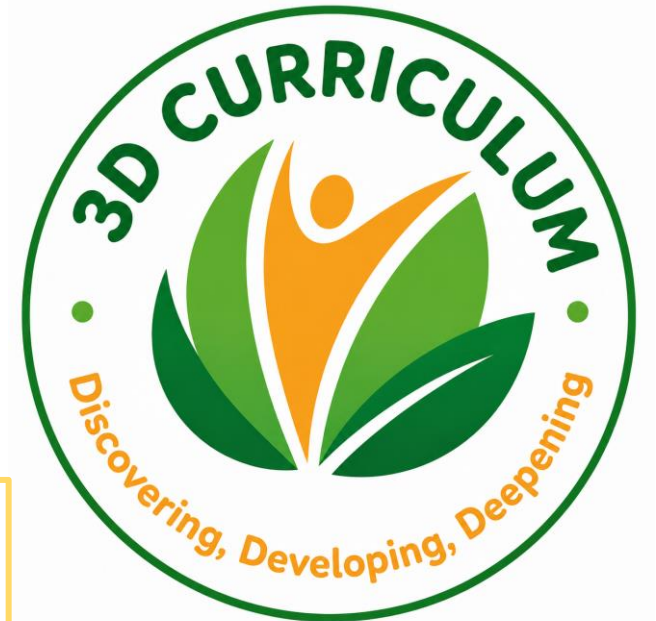
Deepening

Pupils are deepening their knowledge, understanding and skills through a subject-specific curriculum by making connections across subjects, applying learning independently and developing greater fluency and confidence.

Curriculum Implementation

Discovering

Pupils discover their environment, focusing on how they explore, realise, anticipate, persist and initiate interactions with people, objects and activities as the foundations for future learning



Non-subject
specific learners

Pre-formal

Fleeting engagement
in adult-led activities

Entirely sensory
curriculum

Engagement
model



May be predominantly
engaged in repetitive, self-
regulating behaviours

Explorative

Fleeting engagement
in adult-led activities

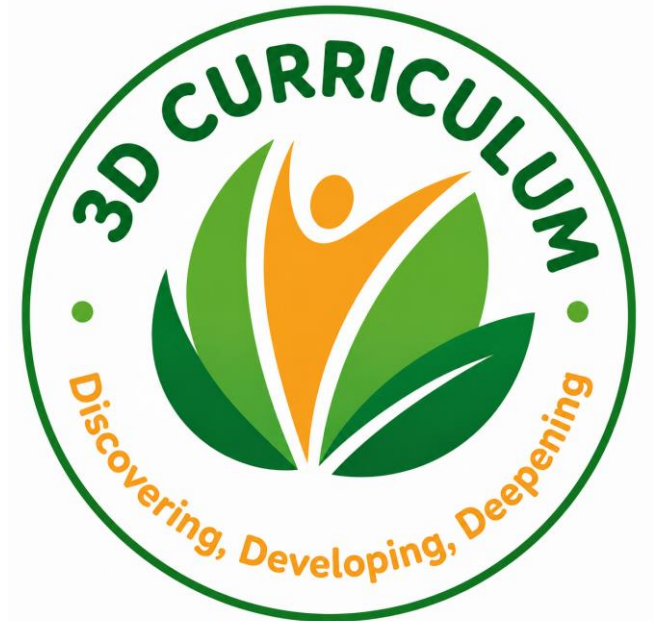
At the very beginning of
learning how to
communicate wants/needs

Need significant
co-regulation

Curriculum Implementation

Developing

Pupils are developing their knowledge, skills and understanding by building confidence, increasing independence and applying learning across a range of meaningful contexts.



Pre to semi-formal

More readily engaged in adult-led activities

Working within EYFS
Birth-to-5 matters ranges
4-6 or working towards
ELGS.

May engage in a wider
range of activities

Some subject-
specific learning

Some learning
through play

Multi-sensory curriculum
with some more structured
activities offered

Able to use simple
communication
(verbal or AAC)

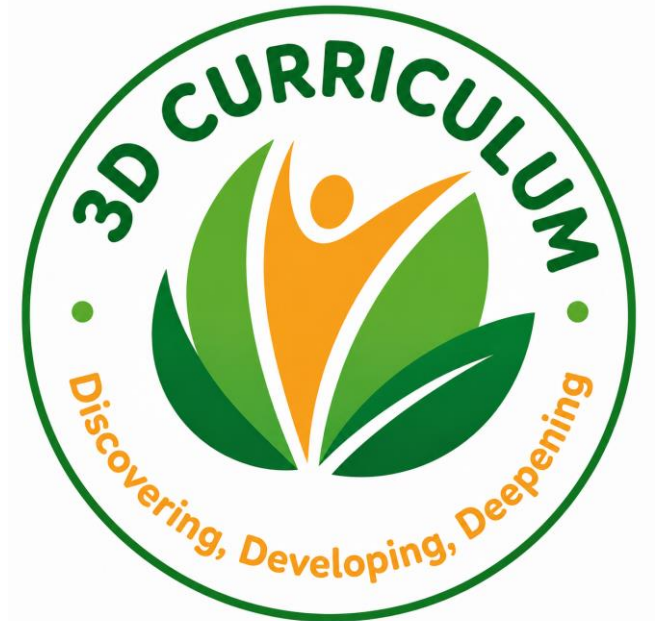
Needs co-regulation and
can use some self-
regulation strategies



Curriculum Implementation

Deepening

Pupils are deepening their knowledge, understanding and skills through a subject-specific curriculum by making connections across subjects, applying learning independently and developing greater fluency and confidence.



Formal

Working within
National Curriculum

Easily engaged in adult-
led activities

Subject-specific learning

Mostly structured activities
alongside a sensory diet



Can complete some
activities independently

Able to communicate effectively
using their preferred communication
method (verbal or AAC)

Can learn
through play

Developing increasing
independence with
implementing self-
regulation strategies

Curriculum Implementation

Pitching the Curriculum for 2026/27

To begin with, you will be able to classify your children according to their current assessments.

Please remember, children can be in different Ds in different curriculum areas, and a class can have a mix of more than one D in any/all subjects.



Discovering	Current Band 1-4
Developing	Current Band 5-8
Deepening	Current Band 9-13

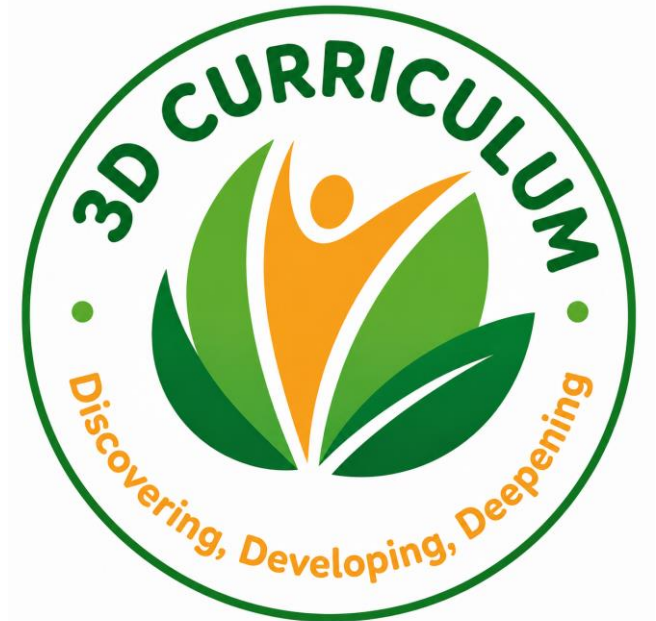
There may be some overlap towards either end of these ranges – they are not set in stone!

Curriculum Implementation

Topic Overview

We use a thematic approach to our curriculum because it provides pupils meaningful opportunities to make connections between knowledge, skills and experiences across different areas.

By using engaging themes as **the vehicle for delivering our curriculum**, pupils are able to revisit and apply concepts in a variety of contexts, supporting understanding, retention and generalisation of learning.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Sticks, Stones and Mud	Shine Bright, Sparkle Night	Me, Myself and I	Incredible India	Royals Rule	How Things Are Made
B	All Aboard!	Caring and Sharing	Fields of Fun	A Toy Story	Sand, Sea, Shells and Sun	On Your Marks, Get Set, Go!
C	It's a Wonderful World	Let's Celebrate!	I am what I am	A long time ago	Location, Location, Location	Savvy Shopping
D	Everyday Heroes	Castles, Caves and Cabins	Food Glorious Food	Watch it Grow (Plants)	Minibeast Magic	Amazing Africa
E	Digging for Dinosaurs	Out of this World	The Place We Call Home	At the Zoo	Brilliant Britain	Water, water, everywhere
F	Eco Explorers	Beliefs and Belonging	Dangerous Disasters	Whatever the weather	In the Countryside	On Your Marks, Get Set, Go!

Curriculum Implementation

Progression – By Topic 2026/2027



Autumn
Term

Sticks, Stones and Mud

Shine Bright, Sparkle
Night

Spring
Term

Me, Myself and I

Incredible India

Summer
Term

Royals Rule

How Things Are Made

Curriculum Implementation

Progression – By Subject



Language and Literacy

Maths and Computing

Our World

Creativity

PSHE: Relationships

PSHE: Health and
Wellbeing

Curriculum Impact

The success of our curriculum is measured through:

- Progress towards individual EHCP outcomes.
- Development of communication skills, measured through SALT assessment and progress towards C&I EHCP targets.
- Increased independence and self-help skills.
- Improved emotional regulation and wellbeing.
- Attendance, engagement and readiness to learn.
- Successful transition to the next stage of education.
- High quality teaching and learning being seen through the QA cycle.



Assessment is ongoing and informs teaching. We recognise and celebrate small-step progress while maintaining high expectations for all pupils.

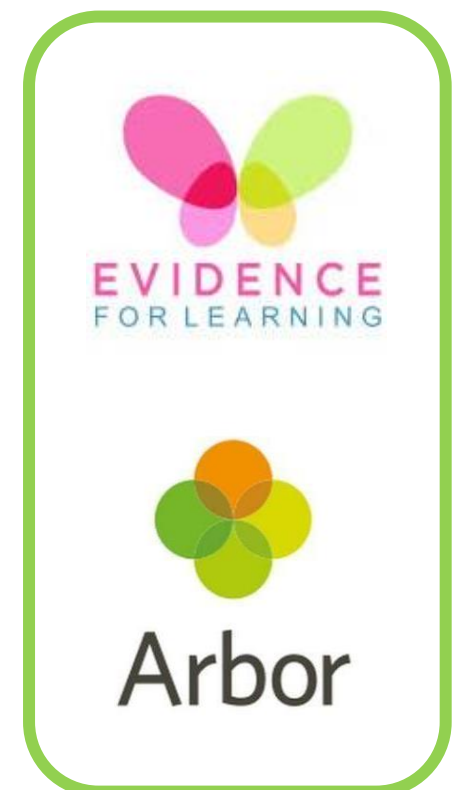
Curriculum Impact

Recording Learning & Assessment

How learning and progress will be recorded will depend on the stage pupils are working at:

Discovering	Evidence for Learning Engagement Model (on EFL)
Developing	Evidence for Learning Arbor (Writing, Reading, PV & SSM)
Deepening	Evidence for Learning (EHCP Targets) Exercise books (Subject-specific learning) Arbor (All Subject Areas)

Evidence for Learning allows learning to be shared with parents regularly. Arbor assessments will be taken three times a year and reported to parents.





Sticks, Stones and Mud

Autumn 1 2026/27



Discovering	Developing	Deepening
We are discovering sticks, stones and mud in a multisensory way. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing our understanding of natural objects including sticks, stones and mud and the different ways they can be used. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our knowledge of the natural world we see around us and deepening our understanding of time through learning about the Stone Age, Bronze Age and Iron Age. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



Sticks, Stones and Mud

Autumn 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will communicate using AAC, gestures, signs, and symbols to express choices and preferences as they explore natural materials such as sticks, stones, and mud. Through sensory-rich outdoor experiences, children will be encouraged to make marks using a variety of media, including mud, water, and natural tools, supporting early writing development and movement tracking. Adults will model and introduce a wide range of vocabulary linked to textures, actions, and the natural environment (e.g., "rough," "smooth," "splash," "build"), enabling children to develop their understanding and use of language in meaningful, hands-on contexts. Intensive Interaction Curiosity Programme Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases as they explore natural materials such as sticks, stones, and mud. They will begin to communicate through writing by making marks in mud, sand, and other outdoor media, supporting the development of early letter formation skills. Through practical, hands-on experiences, children will have opportunities to follow simple instructions, answer questions, and share their ideas about what they are doing and discovering. Adults will support language development by modelling vocabulary and encouraging children to describe their actions and creations. Attention Autism Stages 1-4	Reading	Outcome: Narrative Children will deepen their narrative skills by engaging with familiar and repetitive stories such as The Three Little Pigs, Mud!, Stick Man and Stone Age Boy. Through repeated storytelling experiences, children will begin to sequence key events, anticipate what might happen next and recognise familiar story structures. Children will communicate narratives using a range of methods including spoken language, key word phrases, AAC, signs, symbols, and writing. They will be supported to retell stories, act them out, and create their own simple narratives. Children will answer questions about stories, describe characters and settings, and share their own ideas, making links between story content and their own play experiences. Adults will model narrative language, introduce key vocabulary (e.g., "first," "next," "then," "because"), and scaffold children's storytelling to extend their understanding and expression. Through this, children will build confidence in structuring and communicating narratives, developing both their comprehension and expressive language within meaningful, engaging contexts.
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Writing	
					Speaking & Listening	
					Phonics	Twinkl Phonics Levels 2-6
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Count sticks as children place them into a bucket, fill and empty baskets with stones while counting together, place one stone in each muffin tray hole (one-to-one correspondence). Count muddy footprints, sort sticks by length (long/short), sort stones by colour or size, collect sticks and stones into separate baskets, use language such as heavy/light while lifting natural objects, compare full and empty buckets of mud or stones, Create simple stick-stone-stick patterns, make repeating prints in mud using different natural objects, scoop/pour/fill with mud using cups.	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Count collections of or count out a given number of natural objects (e.g. "Can you find 7 stones?"), compare which group has more, fewer or the same, create numbered stone trails, play simple addition and subtraction games using natural objects, sort sticks by length, thickness, texture, size, colour, shape or pattern, find different ways to sort the same collection, measure weight or length of sticks/muddy puddles and stones using non-standard units, order sticks from shortest to longest, make 2D shapes using sticks.	Maths	Follow White Rose Maths Program
			Children will independently engage with a range of scientific materials, living things and physical processes enabling them to discover science through their own physical, visual and sensory experiences. Children will explore the natural world through hands-on experiences with everyday materials such as sticks, stones and mud. Children will discover natural materials including a range of rocks and soils through sensory experiences e.g. nature walk around the school grounds, handling rocks.	Children will develop their knowledge of properties and uses of a range of materials through observation and describing what they see using scientific vocabulary e.g. taking part in investigations (filling containers, experimenting with paper), hard/soft, light/heavy, float/sink. Children will deepen their understanding of natural materials by building on their initial explorations, making more detailed observations, comparisons and connections between the properties of sticks, stones and mud, and how these materials can be used in different ways. They will investigate how these materials are found in their environment and how they have been used by people now and in the past.	Computing	Purple Mash – Introduction to Purple Mash Y1, Creative Computing Y1. Children may communicate using appropriate software deepening their knowledge and understanding of mouse and keyboard skills as well as presentation of written and graphic information. Children will play games to develop typing skills (Purple Mash or other online games). Children will use the 2DIY tools to paint, create jigsaws and make simple drag-and-drop games.
	Our World				Science	White Rose Science: Rocks Y3 A1 Children will deepen their knowledge of rocks and soils by comparing and describing their varied uses, properties, processes and what they consist of, including fossil formation. Children will group rocks based on their appearance, texture etc. They will learn that soil is made from organic matter, recognise and identify different forms of rocks
					History/ Geography	Twinkl Planit Stone Age to Iron Age Children will explore life in prehistoric Britain from the Stone Age through the Bronze Age to the Iron Age. They will investigate the ways people lived, including their homes, tools, food, beliefs and technological developments, while considering how society changed over time. Children will use historical evidence, ask questions and develop an understanding of chronology and the impact these periods had on Britain's history.
					RE	Children will explore Ganesh Chaturthi through clay modelling, crafts and problem-solving activities; Rosh Hashanah by reflecting on kindness, tasting apples and honey, and creating greeting cards; Yom Kippur through discussions about forgiveness and making good choices; Sukkot by building shelters, creating natural artwork and enjoying outdoor learning; and Harvest Festival by giving thanks through seasonal activities, songs and supporting a local foodbank.



Sticks, Stones and Mud

Autumn 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time and will discover a range of tools and mediums for which they may have a preference e.g. mud clay, natural mud paint, building with sticks. They will experience a wide range of natural textures (rough, smooth, wet, dry, hard, soft). They will use natural materials such as sticks, stones and mud for mark-marking or to make marks on. They will be encouraged to explore, manipulate and respond to natural materials in multi-sensory ways that are meaningful to them. Activities are carefully structured to promote curiosity, anticipation, and sustained engagement. They will discover the percussive nature of sticks and stones and experience different beats alongside movements (rocking, bouncing), adult-led clapping or feeling vibrations.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. They will investigate colours, patterns and textures of natural art and building resources and will apply, refine, and extend their skills through more structured and purposeful art and craft opportunities. Children will develop and communicate their understanding of materials, techniques, and design processes, using natural resources as a stimulus for both artistic expression and functional design, beginning to communicate meaning behind their marks and creations using signs, symbols, gestures, spoken language or AAC. Children will design and build structures such as shelters, sculptures, or simple functional objects using sticks and stones as well as natural pigments such as mud and charcoal. They will explore the percussive nature of sticks and stones and use them alongside instruments to join in with steady beats, simple clapping patterns or echoing short rhythms.	Art/ D&T	D&T: Wheels (PlanBee Vehicles KS1) Children will learn about the importance of the invention of The Wheel. They will investigate a range of vehicles and explore how their features and moving parts work, including wheels, axles and chassis. They develop their design skills by planning and creating their own vehicle, selecting appropriate materials and techniques to construct and decorate it safely and evaluate their finished product.
					Music	Pulse and Rhythm Children will be able to make a range of musical instruments using sticks and stones. They will then use these to maintain pulse independently, as well as creating own their own rhythms, coordinating with others.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	Self Awareness: Things we are good at Children will engage in new activities exploring kindness, friendship and the impact of words and actions. Children will be encouraged to express likes, dislikes, preferences, refusals and choices while developing an awareness of classroom resources. Through shared play and sensory activities, children will explore preferred objects with increasing interest, participate alongside others, and begin to notice and respond to their peers' interests, helping to build positive relationships. (RKR3)	Self Awareness: Things we are good at Children will explore what makes them unique by recognising their own likes, dislikes, strengths and talents. They will be encouraged to share their interests with others, begin to understand that everyone has different preferences, and celebrate both their own achievements and those of their peers. These activities will help develop self-esteem, respect for others and support children to realise we everyone may good at different things. (RKR1, RKR8)	Relationships (including sex ed)	Self Awareness: Things we are good at Children will explore their strengths and recognise areas where they may need support to develop. They will be encouraged to talk about their hopes and aspirations, identify simple steps they can take to achieve their goals, and understand how seeking help from others can support their learning, confidence and personal growth. (RKR8)
					Zones of Regulation	Me and My Zones Outcome: Children design their own individual check in board Children identify simple emotions in themselves and others, increasing awareness of facial expression and body language. Students begin to link and identify emotions linked to each zone and check in how they are feeling. This may be extended to students
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	Self Awareness: Things we are good at Children will explore a range of activities, expressing preference through engagement of what they enjoy and what makes them feel happy, beginning to use 'finished' or 'more' to express their enjoyment. ICP could include: Marbury / Delamere Forest Nature walks to find and explore sticks, stones and mud.	Self Awareness: Things we are good at Children will describe things they enjoy and what makes them feel happy (GW1, GW2) ICP could include: Marbury / Delamere Forest Nature walks to find sticks, stones and mud and use them for a range of different purposes.	Health & Wellbeing (Including ICP)	ICP could include: Delamere Forest / Tatton Park / Sandstone Trail / Wheelock Hall Farm shop Sticks: Build dens, Create stick characters, Measure sticks (long/short), Woodland percussion Stones: Rock collecting and sorting, Texture rubbings, Balance and stacking challenges, Simple geology investigation Mud: Mud kitchen play, Clay modelling, Footprint and animal track exploration, Mud painting using natural pigments
			Children will independently engage with and discover a variety of PE based equipment and emerging skills, e.g. seeking a ball to roll, intercepting a moving ball and beginning to move when the music starts. Children will actively explore and discover their immediate environment to strengthen their balance and co-ordination, including climbing or soft play equipment both in school and in the community.	Children will communicate through key words (verbal, using symbols/signs/pictures) and develop their Physical Education knowledge and understanding e.g. listening to instructions, expressing their likes and dislikes, working in small groups and recognising and collecting familiar pieces of equipment. They will use a wider range of verbs linked to movement (e.g. run, jump, climb, swing) and follow these through instructions or use them to describe their own and others' movements as they negotiate space and obstacles.	PE	PE Hub: Balance and Core Skills (Gymnastics Y1) Pupils build on their ability to follow simple instructions and perform basic movements by developing confidence in a wider range of fundamental movement skills. They learn to move safely, jump, balance, travel in different ways, and control balls, beanbags and other equipment while working cooperatively with others. Through a variety of physical activities, pupils improve their coordination, balance and gross motor skills, including creating and performing a range of body shapes.



Discovering	Developing	Deepening
We are discovering light-based toys and sensory experiences. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing our understanding of light, dark, day and night. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our understanding of light sources and how shadows are formed, and the importance of light within a range of religious festivals. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



Shine Bright, Sparkle Night

Autumn 2 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will communicate through AAC, gestures, signs, and symbols to make choices and respond to experiences involving light and dark. They will explore mark making using different media such as light boards, torches, and contrasting materials, helping them track movement and develop visual attention. They will discover cause-and-effect toys that light up as a response. Opportunities will be provided to discover and engage with a range of vocabulary related to light and dark (e.g., "bright", "light", "dark," "on" and "off"), with adults supporting language development through Sensory Stories, Intensive Interaction and sensory experiences including repetition, modelling, and shared exploration. Children will be exposed to the nursery rhyme Twinkle, Twinkle Little Star through actions, props and signs. Intensive Interaction Curiosity Programme Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases as they engage in activities focused on light and dark. They will have access to a range of stories and storytelling activities with stories such as Owl Babies and Night Monkey Day Monkey. They will begin to communicate through writing using a variety of media such as light boards, chalk on dark surfaces, and other contrasting materials, helping to develop early letter formation skills. Children will be encouraged to follow instructions, answer questions, and share their ideas during explorations of light sources shadows, and changes in their environment. Adults will model language and support children in expressing their observations and thinking Attention Autism Stages 1-4	Reading	Outcome: Non Chronological Report Children will deepen their understanding of non-chronological reports through exploring texts such as Katie and the Starry Night and The Owl Who Was Afraid of the Dark. Through these stories and linked experiences, children will begin to recognise how information can be grouped and shared in a structured way, focusing on describing light and dark using noun phrases and extended noun phrases. Children will be supported to communicate information using a range of methods including spoken language, key word phrases, AAC, signs, symbols, writing. They will begin to organise ideas into simple categories (e.g., things we see in the dark, sources of light) and contribute to creating shared non-chronological reports through mark making, symbols, labels, and simple captions Opportunities will be provided for children to follow instructions, answer questions, and share their knowledge about light and dark, including their own observations and experiences. Adults will model appropriate vocabulary and support children in using descriptive language and simple report structures such as naming, listing, and describing. Through this, children will develop confidence in sharing factual information and begin to understand how ideas can be recorded and communicated in a non-narrative format
			Writing			
			Speaking & Listening			
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Phonics	Twinkl Phonics Levels 2-6
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Press a light-up button and count "1, 2, 3... go!", tap glowing lights as they appear, roll a light-up ball backwards and forwards and count each roll, sort glowing objects by colour, match coloured light-up toys to coloured scarves or symbols, place all the lights that are "on" in one basket and "off" in another, match glowing shapes to simple outlines, explore circular, square and triangular shapes on light panels, explore long and short shadows, stack translucent cubes on a light panel to make taller and shorter towers.	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Count and match the correct number of light-up objects to numerals, count forwards and backwards/find one more and one less/count objects in different arrangements using glowing counters or objects on a light panel, create repeating patterns using coloured translucent shapes, copy and continue light-based patterns, explore and name 2D shapes using translucent resources, compare the length of torch beams, measure shadows using nonstandard units, investigate long and short shadows, sequence daily routines and sort into night and day	Maths	Follow White Rose Maths Program
			Computing	Purple Mash – Data Explorers Y1 or Spreadsheets Y2/3. Children use software tools to group, sort, enter, organise and manage data using software such as 2Calculate. They learn different ways to present data accurately using pictograms or graphs.		
		Our World	Children will engage with sensory light and dark experiences, exploring the concepts of light and dark by investigating a range of light sources, shadows and contrasting environments. They discover day and night, seasonal changes and places around the world through meaningful experiences, while exploring objects and symbols linked to festivals of light such as Diwali, Hanukkah and Christmas through physical, visual and sensory experiences.	Children develop their understanding of the world by exploring light and dark through play, investigation and first-hand experiences. They observe natural phenomena such as day and night, explore how light and shadows change, and investigate a variety of light sources and materials. Through learning about celebrations including Diwali, Hanukkah and Christmas, children will develop curiosity, respect and an appreciation of the diverse world around them.	Science	White Rose Science: Light Y3 Children deepen their understanding of light by identifying different light sources, including the Sun, and exploring how light enables us to see. They investigate how shadows are formed and how their size and shape can change, while comparing opaque, translucent and transparent materials. They will plan, carry out and evaluate a shadow investigation to deepen their scientific enquiry skills such as predicting, observing and recording results.
					History/ Geography	Christmas Around the World Children will deepen their geographical understanding by exploring how people celebrate Christmas in different countries and cultures. Children compare places around the world, identify them on maps and globes, and investigate how climate, location and local traditions influence the ways Christmas is celebrated.
					RE	Children learn about festivals of light through stories, celebrations and creative experiences. They explore Diwali by creating rangoli patterns and decorating diva lamps, Guru Nanak Gurpurab by learning about kindness, equality and sharing, Hanukkah through activities celebrating hope and the Festival of Lights, and Christmas by exploring the Nativity, giving, love and family traditions.



Shine Bright, Sparkle Night

Autumn 2 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time as they explore light and dark through a range of sensory experiences. They will discover and respond to a variety of light sources, glowing objects, shadows and reflective materials, developing preferences for different visual and tactile stimuli. They will discover how light changes objects, colours and surfaces. Children will be encouraged to explore light, dark and colour experiences in ways that are meaningful to them. Activities are carefully structured to promote curiosity, anticipation, sustained engagement and opportunities for communication. They will discover songs and musical stories, such as Twinkle Twinkle Little Star or Christmas songs/stories through movements (rocking, bouncing), adult-led clapping or light-up toys/objects as props.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. They will investigate different shades of the same colours and will apply, refine, and extend their skills through more structured and purposeful art and craft opportunities. Children will develop and communicate their understanding of materials, techniques, and design processes using light and shadow as a stimulus for both artistic expression and functional design, beginning to communicate meaning behind their marks and creations using signs, symbols, gestures, spoken language or AAC. Children will create simple shadow puppets, developing their drawing, cutting and sticking skills. They will explore musical stories, such as Christmas songs/stories, and use instruments to join in with steady beats, simple clapping patterns or echoing short rhythms.	Art/ D&T	Art: Starry Night Pupils explore the work of Vincent van Gogh, focusing on The Starry Night as inspiration for their own artwork. They will deepen their use of colour, line, texture and expressive brushstrokes, deepen their observational skills and creativity while experimenting with a range of artistic techniques and media.
					Music	Musical Stories Children will independently choose sounds and instruments for the characters and events to retell stories musically. This can include stories read in English lessons, songs linked to RE celebrations, or Vincent (Don McLean) linked to their art work.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	Self care, Support and Safety: Taking Care of Ourselves Children will respond to sensory activities about the people who look after them, showing recognition of familiar adults through stories, songs and photographs. They will engage in simple activities that help them explore and celebrate the trusted people who keep them safe and cared for. (F1; F2)	Self care, Support and Safety: Taking Care of Ourselves Children will identify the people who help to look after them and recognise some of the ways families, friends and other trusted adults care for them. Through stories, role play and practical activities, they will explore how these people help keep them safe, healthy and ready to shine each day. (F1; F4)	Relationships (Including sex ed)	Self care, Support and Safety: Taking Care of Ourselves n/a
					Zones of Regulation	Tools to Regulate Children independently apply their understanding of the Zones of Regulation by identifying their emotional state and selecting appropriate regulation tools to support themselves in different situations. They can explain and evaluate the effectiveness of strategies such as breathing exercises, sensory tools, movement breaks, or calm spaces, using Zones vocabulary to describe how these help them return to a regulated state and maintain readiness for learning.
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	Self care, Support and Safety: Taking Care of Ourselves Children will also interact with and explore a variety of self-care resources, such as toothbrushes, flannels, tissues, hairbrushes and bedtime items, developing early awareness of personal care routines that help us stay healthy, safe and ready to shine each day (GW2) ICP could include: Visits to doctors/dentists, visits linked to celebrations, visits that require washing hands, e.g. Walton Hall Zoo.	Self Awareness: Taking Care of Ourselves Children will explore the purpose of everyday self-care resources and identify simple routines such as washing hands, brushing teeth and getting dressed. They will learn what they can do independently to stay healthy, when they need help from an adult, and why self-care routines help keep them clean, healthy and ready to shine. (GW2; HPP5; HPP5) ICP could include: Shopping visits to buy self-care resources, visits to doctors/dentists, visits linked to celebrations, visits that require washing hands, e.g. Walton Hall Zoo.	Health & Wellbeing (Including ICP)	Self Awareness: Taking Care of Ourselves Children will learn how germs can spread and explore simple ways to stay healthy, such as washing hands, eating well and getting enough rest. They will explain why these routines are important, demonstrate ways to prevent the spread of germs, and confidently carry out everyday self-care routines with increasing independence.(GW2, HPP4; HPP5; HPP6; PHF1) ICP could include: Safety Central (People who help us, keeping safe), fire station (trusted adults and emergencies), supermarkets or farm shops (healthy food and independence), dentist/GP practice/pharmacy (self-care and hygiene) Wheelock Hall Farm (handwashing and caring) Delamere/Marbury walks (exercise, wellbeing and staying healthy)
			Children will independently engage with and discover a range of dance experiences, responding to music, rhythm and movement in ways that are meaningful to them. They will explore different ways of moving their bodies, developing awareness of space, balance, coordination and body control through sensory and creative movement activities. Children will be encouraged to anticipate, imitate and initiate movement.	Children will communicate through words, signs, symbols or pictures as they develop their understanding of dance. They will listen and respond to simple instructions, express their likes and dislikes, work with others and explore movement through music and imaginative play. Children will use and understand a growing range of movement vocabulary, such as stretch, twist, sway, spin, tiptoe, jump and freeze, following instructions and describing their own and others' movements as they move safely and creatively within a space.	PE	PE Hub: Dance (Dance Y1/Y2) Children respond to a range of stimuli and different types of music, exploring movement through space, direction, levels, mirroring and simple partner work. They create and perform short narrative dances, building simple movement patterns from given actions and linking them together to compose and perform their own movement phrases.



Discovering	Developing	Deepening
We are discovering our own bodies, people around us and how to stay well. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing our knowledge of body parts, how to stay well and our local community. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our sense of identify through in-depth study of the human body, our locality and how to look after ourselves. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



Me, Myself and I

Spring 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will use AAC, gestures, signs, and symbols to communicate their needs, preferences., and sense of self. They will engage in mark making through a variety of media to represent themselves their movements, and their experiences, supporting early literacy and self-expression. Through interactions, stories, and sensory activities, children will be introduced to a broad range of vocabulary related to identity, emotions, and the body (e.g., "happy", "mine", "face", "move"), helping them to build language that reflects their personal experiences and supports communication with others with adults supporting language development through Sensory Stories, Intensive Interaction and sensory experiences including repetition, modelling, and shared exploration. Intensive Interaction Curiosity Programme Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases as they explore their identity and personal experiences They will have access to a range of stories and storytelling activities with stories such as From Head to Toe and Its Okay to be Different. They will begin to communicate through writing by making marks to represent themselves, their names, and their ideas, supporting the development of letter formation skills. Through a range of activities children will have opportunities to follow instructions answer questions, and share their thoughts and feelings with others. Adults will encourage children to talk about themselves and model language that supports self-expression and communication Attention Autism Stages 1-4	Reading	Outcome: Poetry Children will deepen their engagement with poetry through exploring rhythmic, repetitive, and descriptive texts such as Funnybones, You Choose, Red Rockets and Rainbow Jelly and We Are All Different. Through these children will begin to recognise patterns, rhyme, and repetition, and explore how language can be used creatively to express ideas about themselves. Children will communicate using spoken language, key word phrases, AAC, signs, symbols, and writing to join in with repeated phrases, rhythms, and refrains. They will be supported to explore and create simple poems about themselves, their preferences, and their identities, using familiar structures and patterned language. Opportunities will be provided for children to follow instructions, answer questions, and share their ideas, choices, and personal experiences. Adults will model expressive language, introduce descriptive vocabulary, and encourage children to experiment with sounds, words, and patterns. Through this, children will develop confidence in using language creatively, building early awareness of poetic features while expressing their individuality and voice.
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Writing	
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Count fingers and toes during songs and care routines, count body parts while dressing ("Two feet, one nose"), count claps, taps and stomps, sing number rhymes involving body movements (e.g. One, Two, Buckle My Shoe), match socks, mittens or shoes, match photographs of familiar faces, compare big and little shoes, hats or clothes, explore adults' and children's clothing, try on hats of different sizes, compare handprints and footprints.	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Count body parts, count children present and compare how many are absent, count jumps, claps, hops and skips, solve simple addition and subtraction problems using fingers, create repeating patterns with body movements (clap, stomp, clap, stomp), identify shapes in faces and bodies (circle head, oval eyes), create self-portraits using 2D shapes, build people using shape blocks, explore symmetry by creating symmetrical faces, classify people by simple attributes (e.g. hair colour, eye colour), measure height using cubes or blocks, compare hand spans and foot lengths, describe where body parts are located.	Speaking & Listening	
					Phonics	Twinkl Phonics Levels 2-6
		Our World	Children will engage with sensory experiences exploring their bodies, senses and identity through meaningful play and interaction. They will investigate body parts through songs such as Head, Shoulders, Knees and Toes, mirrors, movement, sensory resources and self-care routines, developing awareness of themselves and others. Through physical, visual and sensory experiences, children will explore similarities and differences between people, recognise familiar family members, adults and children in their class. Children will engage in sensory experiences linked to Chinese New Year.	Children develop their understanding of themselves, their families and the people around them. Through songs such as Head, Shoulders, Knees and Toes, stories such as Funnybones, mirrors, photographs and first-hand experiences, they learn about their bodies, senses and how they have grown and changed over time. They will learn key features of their local area. Children recognise similarities and differences between themselves and others and talk about their families and communities using signs, symbols, vocalisations, spoken word or AAC. Children will learn about Chinese New Year and the way it is celebrated.	Maths	Follow White Rose Maths Program
					Computing	Purple Mash – Presenting Ideas Y1/Presentations Y2 Children will learn how to present ideas using software such as 2Connect or industry-standard software such as Powerpoint or Google Slides. They will organise information and think about how to present their thoughts clearly to an audience.
					Science	White Rose Science: Y2 Humans/Y3 Skeletons and Y2 Growing Up/Y3 Nutrition and Diet. Pupils develop their understanding of the human body by exploring body parts, life cycles, growth, the skeleton and how bones support movement and protect vital organs. They investigate how humans stay healthy through a balanced diet, nutrition, exercise and healthy lifestyles, while developing their scientific enquiry skills through observation, questioning and investigation.
					History/ Geography	Geography: Local Geography Pupils develop their geographical understanding by exploring their local area of Northwich and the wider county of Cheshire. They investigate local human and physical features, use simple maps and fieldwork skills, and begin to understand how their local environment is connected to the wider world.
					RE	Children learn about Epiphany by exploring the story of the Wise Men visiting baby Jesus through storytelling, role play and creative activities. They also discover Chinese New Year, exploring traditions, dragon dances, lanterns, zodiac animals and other cultural customs through a range of practical and engaging experiences.



Me, Myself and I

Spring 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time as they explore their own bodes through a range of sensory experiences. They will discover and respond to mirrors and will developing preferences for different visual and tactile stimuli. They will become more familiar with key people in their lives/families/communities. Children will be encouraged to explore mark making with different bodyparts (finger painting, handprints, footprints) in ways that are meaningful to them. Activities are carefully structured to promote curiosity, anticipation, sustained engagement and opportunities for communication.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. They will investigate different ways to represent features of their own faces through more structured and purposeful art and craft opportunities. Children will develop and communicate their understanding of materials, techniques, and design processes as a stimulus for both artistic expression and functional design, beginning to communicate meaning behind their marks and creations using signs, symbols, gestures, spoken language or AAC. Children will create simple self-portraits using a range of different media, developing their drawing, painting, collage and modelling skills.	Art/ D&T	Art: Self-Portraits Children will look at, discuss and express preferences for a range of portraits using their preferred communication method. They will practice close observational drawings of eyes, mouths, noses and ears. They will use this to draw their own self-portrait. They will evaluate their own artwork.
			They will discover pitch and high-and-low sounds using their own voice or through exploration of instruments such as xylophones or toy pianos, reacting to changes.	They will develop their use of pitch, attempting pitch matching and copying simple melodic patterns.	Music	Pitch Children will sing and play scales on a range of instruments, play simple tunes, controlling pitch intentionally and be able to describe sounds as 'high' or 'low'.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	Healthy Living: Keeping Well Children will begin to explore the topic Me, Myself and I by noticing and responding to what makes them feel comfortable and uncomfortable in different situations. Through sensory experiences, familiar routines and adult-led interactions, they will start to communicate consistent responses using gestures, vocalisations, signs or symbols. Children will be supported to show preference and awareness of feelings in a safe and predictable environment, laying the foundations for early self-awareness and emotional understanding. (BS3)	Healthy Living: Keeping Well Children will develop their understanding of health and wellbeing by learning to communicate when they feel ill, uncomfortable or in pain. They will begin to explain what it means to be unwell and identify simple symptoms they may experience using their preferred method of communication.	Relationships (including sex ed)	Healthy Living: Keeping Well Children will deepen their understanding of health, safety and wellbeing by identifying who is safe to give medicines, such as doctors, nurses, pharmacists and trusted adults, and who is not.
					Zones of Regulation	Caution, Triggers Ahead Children can independently recognise their own triggers and understand why these situations affect their feelings and behaviour. They can notice early warning signs in their body and take action before their feelings escalate. They are able to choose and use appropriate self-regulation strategies, such as moving away, using calming techniques, or requesting space. They can also reflect on past situations and consider what helped them or what they could do differently next time.
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	Healthy Living: Keeping Well Children will engage in sensory and practical activities focused on physical health and keeping well, such as handwashing, healthy routines and movement experiences. They will respond with curiosity to people who help us when we are unwell or hurt through stories, role play and real-life experiences. Children will explore medical resources with interest and begin to understand their purpose. They will start to express their physical needs more consistently and begin to recognise simple signs of feeling unwell or being hurt with adult support.(PHF1, PHF4, HPP1, BFA2) ICP could include: Opportunities for regular exercise through walks and visits to parks.	Healthy Living: Keeping Well Through role play and discussion, they will explore what might happen when someone is unwell, such as resting, visiting a doctor or nurse, or going to hospital. Children will recognise that trusted adults may give medicine to help people get better and begin to identify different forms of medication and how they are used safely. They will also learn the difference between products that go on the body and medicines that go into the body, and understand that some household substances are unsafe for children. Children will identify trusted people they can talk to about their health and begin to understand safe choices adults make to keep them well. (HPP1, HPP6, GW2, DATV1) ICP could include: Opportunities for regular exercise through walks, visits to parks or local outdoor gyms.	Health & Wellbeing (Including ICP)	Healthy Living: Keeping Well They will explore how vaccinations help prevent disease and begin to understand why they are important. Children will explain rules about what we can and cannot put into our bodies and describe how substances such as alcohol and smoking can affect health and wellbeing. They will learn that some substances are unsafe and can have harmful side effects, and understand that they have the right to say no if they are offered something unsafe or unwanted. Children will also begin to identify simple strategies to keep themselves safe and make healthy choices. (HPP1, HPP6, DATV1) ICP could include: supermarkets or farm shops (healthy food and independence), dentist/GP practice/pharmacy (self-care and hygiene) Wheelock Hall Farm (handwashing and caring), Delamere/Marbury walks (exercise, wellbeing and staying healthy), visiting local outdoor gyms.
			Children will independently engage with and explore a range of balancing experiences using a variety of balancing apparatus. They will respond to challenges in ways that are meaningful to them, developing control of their bodies as they move, climb, step and balance with increasing confidence. Children will be encouraged to explore different ways of travelling and balancing, developing awareness of space, coordination and body control through active and sensory physical experiences.	Children will communicate through words, signs, symbols or pictures as they develop their understanding of balance and climbing. They will listen and respond to simple instructions, express their likes and dislikes, work with others and explore movement through a range of climbing and balancing apparatus. Children will use and understand a growing range of movement vocabulary, such as step, climb, balance, stretch, reach, hold and jump, following instructions and describing their own and others' movements as they move safely, confidently and creatively across equipment and space.	PE	PE Hub: Attack Defend Shoot Y1/Y2 Children deepen their understanding of games skills by learning how to hit and defend a target with increasing accuracy. They explore rolling, sliding and throwing a range of balls and beanbags, applying these skills to score points by shooting in simple games. Children also work cooperatively with a partner or in small teams, using attacking and defending strategies to take part in and enjoy competitive play.



Discovering	Developing	Deepening
We are discovering Indian culture through our senses. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing our use of colours, patterns and animals from India. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our sense of place through learning about India and comparison of Indian and British cultures. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



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Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will use AAC, gestures, signs and symbols to communicate choices and respond to sensory experiences linked to Indian sights, sounds, stories, music and artefacts, using objects, symbols and photographs. Children will engage in mark making through a variety of media to represent themselves their movements, and their experiences, supporting early literacy and self-expression through sensory exploration of Indian colours, patterns and foods. Through interactions, stories, and sensory activities, they will be introduced to a broad range of vocabulary linked to their experiences (e.g. colour names, words linked to patterns such as stripe, spot, swirl) and to communicate likes and dislikes of sensory experiences using core words such as "more" or "finished" with adults supporting language development through Sensory Stories, Intensive Interaction and sensory experiences including repetition, modelling, and shared exploration. Intensive Interaction Curiosity Curriculum Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases and will be supported to apply this to communicate their learning about India. They will have access to a range of stories and storytelling activities with stories such as Chapatti Moon. They will begin to communicate through writing by making marks to represent themselves, their names, and their ideas, supporting the development of letter formation skills. Through a range of activities exploring aspects of Indian culture, geography, wildlife, food and festivals, children will have opportunities to follow instructions, answer questions, and share their thoughts and feelings with others. Adults will encourage children to talk about themselves and model language that supports communication of their knowledge and understanding of Indian culture. Attention Autism Stages 1-4	Reading	Outcome: Instructions Children will explore texts such as Chapatti Moon and Pattan's Pumpkin to enhance and make links with their learning about India and Indian culture in Geography, Art and Science. They will be given opportunities to follow instructions presented in a range of ways to make Indian Foods, such as Chapttis. Through this, they will be exposed to a wider range of verbs and be able to use these when communicating with their preferred method of communication or in writing. Children can be introduced to temporal adverbs (e.g. first, second, next, then, finally) and simple adverbs (e.g. slowly, carefully, quickly) in the instructions they are given and will be able to use them when communicating what they have done using their preferred method of communication. They will be supported to create lists of ingredients and equipment they will need. Pupils will then be able to apply their increased range of vocabulary developed through the unit to both give instructions using their preferred method of communication and to present a simple set of instructions using methods such as sequencing pictures and creating labels or captions for these using symbols or written words.
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Phonics	Twinkl Phonics Levels 2-6
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Count claps, stomps or bounces to Indian music, count bangles as children place them on a peg or arm, count brightly coloured blocks or soft toys, sing simple counting songs using Indian instruments, match pictures of Indian animals in simple pairs, explore circular bangles and round mirrors, make different shape rotis with shape cutters, fit simple shape puzzles with Indian-inspired images, explore patterns on rangoli-style floor mat, explore full/empty with coloured salt and a range of containers, nest cups or bowls used in Indian cooking activities, try on different-sized scarves or shawls, explore repeating colour patterns with bangles	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Count rangoli patterns using coloured counters, count beats on Indian drums or instruments, solve simple addition and subtraction using beads or bangles, match numerals to groups of rangoli dots or objects, form numerals in sand, rice or coloured flour inspired by Indian cooking, create repeating rangoli patterns using shapes and colours, copy and extend bead or bangle patterns, design symmetrical henna-style hand patterns, identify shapes within rangoli and Indian art designs, create patterns using circles, triangles, squares and diamonds, classify or identify the odd one out in objects used in celebrations (lights, flowers, decorations).	Maths	Follow White Rose Maths Program
					Computing	Purple Mash – Animated Stories Y1/Animation Y4 Children will learn how to create animations using 2Create a Story or 2Animate. They will learn how to create digital art and text, use storyboarding, add animation to images and add sound. They will use this to retell Indian stories they have learned through English and RE.
	Our World		Children will engage with sensory experiences exploring activities and artefacts linked to both their own culture and Indian culture, food, fabrics and animals through meaningful play and interaction. Through physical, visual and sensory experiences, children will explore similarities and differences between different fabrics, colours, tastes and smells, communicating responses and preferences using gestures, signs, symbols or AAC. They will explore objects and symbols linked to festivals of Ramadan, Holi and Easter through meaningful experiences.	Children will develop curiosity about the world through engaging with a range of experiences, artefacts and activities linked to Indian Culture. They will engage with, make comments and answer questions about the lives of people living in India through engaging with stories, photographs, music, food, animals and artefacts, using their senses to explore and making comments about what they notice using their preferred communication method. Pupils will extend their vocabulary by exploring aspects of Indian culture, geography, wildlife, food and festivals and communicate this using signs, symbols, vocalisations, spoken word or AAC. Children will learn about Ramadan, Holi and Easter and how it is celebrated.	Science	White Rose Science: Y2 Living Things and their Habitats Children will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will identify and name a variety of plants and animals in their habitats, including microhabitats. They will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
					History/ Geography	Geography – Investigating India (PlanBee) Children locate India on a world map and identify surrounding countries, learning key facts about its climate, mountains, rivers and cities. They describe and compare human and physical features of India with the UK and explore aspects of Indian culture and its influence on other cultures.
					RE	Children learn about Ramadan, Holi and Easter through stories and practical activities that explore key beliefs, traditions and celebrations. They engage in creative experiences such as crafts, art, planting and sensory play, developing an awareness of different cultures, festivals and the themes of kindness, colour, hope and new life.



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Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time inspired by the colours, patterns and sounds of India. They will discover and respond to bright Indian fabrics, pictures and patterns. Children will be encouraged to explore mark making using paint, printing and textured materials to make marks and patterns with support. Adults model simple language about colours while encouraging pupils to notice and communicate about colours using AAC, gestures, signs, symbols or through shared interactions that focus on sorting by colour or pattern making. Activities are carefully structured to promote curiosity, anticipation, sustained engagement and opportunities for communication. They will discover timbre and texture through exploring instruments from Indian music and cause-and-effect musical toys. They will make rice shakers.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. They will investigate different ways to represent features of their own faces through more structured and purposeful art and craft opportunities. Children will develop and communicate their understanding of materials, techniques, and design processes as a stimulus for both artistic expression and functional design, beginning to communicate meaning behind their marks and creations using signs, symbols, gestures, spoken language or AAC. Children will create simple self-portraits using a range of different media, developing their drawing, painting, collage and modelling skills. They will develop their use of timbre and texture by listening to and comparing the different sounds made by a range of Indian instruments, noticing whether they are loud, soft, sharp or deep, selecting instruments for specific sounds and layering sounds with support.	Art/ D&T	Art: Batik Patterns Children explore the art of batik, investigating traditional patterns, motifs and colour use as inspiration for their own designs. They develop their understanding of pattern, line and colour by creating repeated and symmetrical batik-style patterns using a range of materials and techniques, including wax-resist effects and paint application. Children refine their skills by experimenting with layering and pattern-making to produce bold, decorative artwork.
					Music	Timbre and Texture Children will use a range of Indian instruments, discuss the sounds they make and how they could be combined and altered. They will be able to combine sounds creatively, building group textures with awareness, performing simple rhythmic patterns using instruments to create their own musical textures inspired by Indian music traditions.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	Y5/6 only: RSE Changes at Puberty Children will engage in discovering activities to explore their bodies and basic personal care. With adult support, they will respond to and begin to name body parts and take part in simple sensory activities linked to how bodies grow and change. Children will be introduced to basic ideas about puberty through guided exploration and will engage with practical hygiene activities, including awareness of personal cleanliness and period products. (HPP5, DB2, DB3)	Y5/6 only: RSE Changes at Puberty Children will develop their understanding of growing and changing by identifying trusted people they can talk to about their bodies and feelings. They will rehearse how to communicate questions, worries or concerns about growing up in simple, supported ways, building confidence to seek help when needed. (BS7)	Relationships (including sex ed)	Y5/6 only: RSE Changes at Puberty Children will deepen their understanding by identifying reliable sources of advice about growing and changing. They will explore who and what can be trusted for support, such as adults, teachers, and approved resources, and explain why these sources are helpful when they have questions or concerns about growing up. Children will also recognise that during and after puberty some people may experience sexual feelings, including masturbation, and understand that this is a private behaviour that should only take place in private spaces. (BS2, BS7)
					Zones of Regulation	Zones: Size of the Problem Children can independently identify the size of a problem and explain their reasoning. They can match their emotional and behavioural response appropriately to the situation, showing understanding that not all problems require a big reaction. They are able to regulate their response in the moment and choose strategies to stay calm and proportionate. They can also reflect on situations afterwards and evaluate whether their reaction matched the size of the problem.
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	Changing and Growing: Baby to Adult Children will explore resources linked to babies, children and adults, including simple items used in care and daily life. They will respond with curiosity to images and objects showing how babies are looked after and how children grow. Children will engage with familiar baby items such as clothing and toys and begin to understand their purpose. They will start to show awareness that all people grow and change from baby to child to adult. (DB1)	Changing and Growing: Baby to Adult Children will develop their understanding of growth and change by identifying differences between babies, children and adults. They will explore how needs change as we grow and describe ways their own needs have changed since being a baby. Children will recognise what has stayed the same about them and begin to describe new things they can do now that they could not do when younger. They will suggest how needs may change further as people continue to grow into adults. (DB1) Y5/6 only: RSE Changes at Puberty Children will develop their understanding of bodies and puberty by using correct vocabulary for main body parts, including genitalia. They will describe key physical differences between male and female bodies and recognise that bodies change as people become adults, including menstruation where appropriate. Children will explore emotional and physical changes such as growth in height and body shape, and begin to identify steps to manage and prepare for puberty. They will also start to understand that some private behaviours, such as self-stimulation or sensory seeking, should be done in private spaces. (DB1, DB2, DB3)	Health & Wellbeing (including ICP)	Changing and Growing: Baby to Adult Children will deepen their understanding of growth by identifying the main stages of the human life cycle. They will explore and explain how the needs of babies, children, adults and older people differ, making simple links between age, development and care. (DB1) Y5/6 only: RSE Changes at Puberty Children will deepen their understanding of puberty by describing key physical and emotional changes, including mood swings, body hair growth, skin and voice changes, menstruation, and wet dreams or ejaculation. They will use correct vocabulary to name male and female reproductive organs and recognise that puberty affects people in different ways and at different times. Children will also understand that some people may experience sexual feelings, including masturbation, and that this is a private behaviour that should only take place in private.



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Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	ICP could include: Visiting peacocks (National Bird of India) at Walton Hall Gardens Zoo, Anderton to look at boats, visit to SPACE to explore colours and patterns in their light room.	ICP could include: Visiting peacocks (National Bird of India) at Walton Hall Gardens Zoo, Anderton to look at boats, local supermarkets to buy spices to make traditional Indian Food.	...cont Health & Wellbeing (Including ICP)	ICP could include: Delamere Forest (forest habitats to compare UK woodland vs Indian jungles, follow animal tracks & wildlife, shelter building linked to rural India/monsoon survival stories), yoga/mindfulness sessions outdoors, National Waterways Museum/Anderton Boat lift/Canal Walk (compare British canals with Indian rivers, transport and trade, explore boats, cargo, and travel stories, roleplay "trade and travel" with spices, textiles and markets), local supermarkets (buy spices to make traditional Indian Food).
		PE	Children will independently engage with and discover a variety of PE based equipment and emerging skills, e.g roll, drop, push and throw soft balls with support, watching where they go and responding with interest. They explore throwing and catching skills through simple ball play and sensory movement activities. Children will actively explore and discover their immediate environment.	Children will communicate through key words (verbal, using symbols/signs/pictures) and develop their Physical Education knowledge and understanding e.g. listening to instructions, expressing their likes and dislikes, working in small groups and recognising and collecting familiar pieces of equipment. Children develop their throwing and catching skills through a range of fun ball games and physical activities. They practise throwing balls and beanbags towards targets and begin to catch large balls using both hands.	PE	PE Hub: Send and Return Y1/Y2 Children will learn to send and receive balls and other objects with increased confidence, consistency and accuracy, both throwing, catching and by using a range of bats. They will learn to move towards a moving ball, track and intercept balls in simple games.



Discovering	Developing	Deepening
We are discovering crowns and castles. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing our knowledge of Kings, Queens, Princes, Princesses and castles. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our knowledge of Royals past and present and how they help shape British culture. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



Royals Rule

Summer 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will use AAC, gestures, signs, and symbols to communicate their needs, preferences and experiences. They will discover royal-themed multisensory activities through songs, stories, textures, lights, sounds and sensory play linked to kings, queens, princes, princesses and castles. They will engage in mark making through a variety of media to represent themselves their movements, and their experiences, supporting early literacy and self-expression. Children will engage with crowns, fabrics, treasure chests and cause-and-effect toys linked to the theme, being introduced to a broad range of vocabulary such as gold, silver, shiny through adult-modelling during activities and experiences including repetition, modelling, and shared exploration. Children will be exposed to nursery rhymes in music and using these as the basis for Sensory Stories. Intensive Interaction Curiosity Programme Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases as they explore their identity and personal experiences. They will have access to a range of stories and storytelling activities linked to simple fairy tales that feature Royals, such as The Princess and the Pea and Rapunzel and use props, gestures, signs and to begin to retell familiar stories. They will engage with crowns, fabrics, treasure chests and engage with role play linked to the theme, beginning to use repetitive story language such as "Once Upon a Time". They will begin to communicate through writing by making marks to represent themselves, their names and their ideas, supporting the development of letter formation skills. Through a range of royal-themed activities such as songs, stories, textures, lights, sounds and sensory play linked to kings, queens, princes, princesses and castles, children will have opportunities to follow instructions answer questions, and share their thoughts and feelings with others. Attention Autism Stages 1-4	Reading	Outcome: Letters and postcards Children will deepen their engagement with whole-class texts such as Katie in London and The Queen's Hat to learn more about the British Royal Family and places linked to them. They will be able to talk about what they have read, linking it to what they have learned in humanities, using their preferred method of communication.
					Writing	Children will deepen their understanding of letters and postcards, looking at a range of different real-life examples, looking at and naming features, and use the stories they have read as inspiration for writing their own letters and postcards using writing, symbols, colourful semantics or AAC. They will recognise and use features of letters including addresses, 'dear/to/from/yours sincerely/faithfully', and will communicate consistently in the past tense using a range of regular and irregular verbs both in writing and using their preferred method of communication. Opportunities will be provided for children to ask questions using their preferred method of communication and be able to record these in writing or through using symbols/AAC, beginning to use question marks as punctuation.
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Speaking & Listening	
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Messy Maths with royal jewels, exploring shapes and patterns using royal colours and/or linked to castles and crowns, matching items and some simple sorting activities, building towers using blocks, adults modelling language of tall/short/big/small for castle towers.	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Counting and sorting jewels into the King's treasure chests, build castle towers/walls with blocks and compare which is tallest and shortest, match numbered crowns to the correct number of gems, creating repeating patterns using royal colours (gold, purple, silver), sharing royal banquet food equally between dolls and teddies.	Phonics	Twinkl Phonics Levels 2-6
					Maths	Follow White Rose Maths Program
		Our World	Children will engage with sensory experiences exploring crowns, castles, royal colours, textures and sounds through meaningful play and interaction. They explore a range of materials, objects and images linked to kings, queens, princes and princesses, developing curiosity and awareness of similarities and differences. Supported and modelled by familiar adults, children engage in cause-and-effect play with toys linked to the topic through shared experiences and interactions. Children will engage in sensory experiences linked to Vaisakhi and Vesak.	Children develop their understanding of British culture through exploring the roles of kings, queens, princes and princesses, both in the past and present. Through exploring props, stories, photographs and role play, they will learn about castles, royal traditions and celebrations. They will comment on what they have seen and begin to answer simple questions (who, where, what) using their preferred communication method and will be supported to ask some single word questions themselves with adult, verbal and visual support using signs, symbols, gestures, AAC or verbally as they build their knowledge and curiosity about people, places and events linked to royalty. Children will learn about Vaisakhi and Vesak and the way they are celebrated.	Computing	Purple Mash – Email Y3 Children can explore electronic communication using 2Email. Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication. They can apply their learning from reading and writing letters and apply some of the features to writing emails.
					Science	White Rose Science: Y2 Plants Light and Dark Children will explore plants, plant them and learn what plants need to grow. They will plan and carry out an investigation into the role light plays in plant growth and observe plants growing in environments with different light levels over the course of the half term.
					History/ Geography	History: Kings and Queens (Twinkl Planit History) Children develop an understanding of the chronology of significant British monarchs, including Richard III, Elizabeth I and Queen Victoria, and begin to place them in the correct order. They recall key facts about the lives and achievements of these kings and queens and make simple comparisons between different monarchs, particularly Elizabeth I and Queen Victoria. Through discussion, research and recording activities, children talk and write about the information they have discovered. Children are encouraged to ask and investigate kings and queens that interest them.
					RE	Children learn about Vaisakhi, exploring how Sikhs celebrate the birth of the Khalsa and give thanks for the harvest through activities such as Bhangra dancing, wheat collages, Sikh symbol colouring, sharing food and music. They also explore Buddha Day (Vesak), learning about the birth, enlightenment and teachings of Buddha through mindfulness activities, lotus flower crafts, peaceful music, breathing exercises and kindness stones.



Royals Rule

Summer 1 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time as they explore royal colours, patterns and textures and begin to notice what they are seeing or feeling. Children will be encouraged to explore mark making using large marks with a range of media in tuff trays or on walls/floor/large pieces of paper in ways that are meaningful to them, looking at their own mark making and listening to adults comment on their marks as they model language of colours and patterns throughout. Activities are carefully structured to promote curiosity, anticipation, sustained engagement and opportunities for communication.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. They will investigate colours, patterns, textures and symbols associated with kings, queens, princes, princesses and castles, creating crowns, shields, royal portraits and decorative artwork, following simple instructions. Children will be able to name colours and shapes in their artwork using symbols, gestures, signing, AAC or verbally and will begin to include these in short phrases or sentences using core and fringe vocabulary, e.g. 'more gold' or 'I see a gold crown'.	Art/ D&T	D&T: Fabric Bunting (Twinkl Planit D&T) This Fabric Bunting unit will teach your class about working with fabric. It starts with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting. Working with felt, children will cut out a bunting shape and use a simple running stitch. Children will be given the chance to explore different fabrics that they could use to enhance their designs. Using techniques such as sewing, stapling and gluing, children will decorate their felt flag. Finally, children will evaluate their product.
			Children will be exposed to nursery rhymes that mention Royals, such as Humpty Dumpty, Sing-a-Song of Sixpence and the Grand Old Duke of York and explore musical instruments alongside their listening, actions, vocalisations and signs.	Children will learn some nursery rhymes that mention Royals, such as Humpty Dumpty, Sing-a-Song of Sixpence and the Grand Old Duke of York and explore rhythm and beat with musical instruments alongside their listening, actions, signs and singing.	Music	Composition Pupils compose simple pieces of music inspired by the theme of royalty, using a range of instruments to create contrasting sounds, rhythms and textures that reflect mood, character and celebration.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	The World We Live In: Rules and Law Children will begin to discover our classroom and school have rules and routines that help everyone feel safe, happy and ready to learn. Through stories, role play and adult modelling, children will encounter a range of classroom and school routines and explore the things they are allowed to do, developing an understanding that rules help everyone work and play together successfully. (RKR5; RKR7)	The World We Live In: Rules and Law Children will develop their understanding of the rules that help people live and work together in a kingdom, at school and at home. They will give simple examples of things they are allowed and not allowed to do in school, identify rules in different settings such as at home and in public, and begin to explain how rules help to keep everyone safe, respectful and ready to learn. (RKR2, RKR5, OSA3, BS4)	Relationships (including sex ed)	The World We Live In: Rules and Law Children will deepen their understanding of how rules and laws help people to live and work together beyond the school environment. They will consider the role of kings, queens and other leaders in creating rules that keep communities fair and safe, making links to the laws and expectations they encounter at home, in public and within the wider community. (OSA3; RKR5, BS4)
					Zones of Regulation	Expected and Unexpected Behaviour Children begin to identify and explain expected and unexpected behaviours in the classroom. They understand how their behaviour may affect the thoughts and feelings of others and begins to consider different perspectives. They contribute to creating a shared list of expected and unexpected behaviours and use this understanding to make positive choices and reflect on their own behaviour.
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	The World We Live In: Rules and Law n/a ICP could include: Marbury Park (has a castle-themed playarea), Castle Park/Tatton Park (to experience buildings with royal links).	The World We Live In: Rules and Law Children will develop their understanding of how rules help to keep people safe in a royal kingdom and in their own school. They will identify school rules that help to keep everyone safe and begin to explain how these rules support a positive, caring and secure environment where everyone can learn and play together. (PS1) ICP could include: Marbury Park (has a castle-themed playarea), Castle Park/Tatton Park (to experience buildings with royal links), Royal Cheshire Show ("Royal" themed agricultural show with ceremonial feel).	Health & Wellbeing (Including ICP)	The World We Live In: Rules and Law Children will deepen their understanding by considering why rules and laws are needed in a kingdom and in everyday life. They will explore what might happen if there were no rules, or if people chose not to follow them, and reflect on how rules help to create safe, fair and respectful communities where everyone can live and work together. (WO5)
			Through opportunities to explore trikes, balance bikes and other push-along vehicles with adult support, children develop their confidence in moving and travelling independently. They learn to sit, push with their feet, steer and stop, helping to strengthen their balance, coordination and overall physical development.	Through regular opportunities to use balance bikes, children develop their confidence, coordination and control of movement. They learn to balance, steer, stop safely and negotiate space and obstacles, strengthening their gross motor skills and spatial awareness.	PE	PE Hub: Athletics Y1/2 Children develop their athletic skills by controlling their movements in response to instructions and applying increasing agility, balance and coordination. They learn to perform jumping and hopping sequences, run at different speeds, approach and jump over hurdles, and use a range of skipping techniques with growing confidence and control. Children also develop their throwing skills by learning to apply appropriate force and power, including using the pull-throw technique when throwing a javelin. Through participation in a variety of athletic events, they learn to measure, compare and record results, keeping score accurately and demonstrating perseverance, teamwork and sportsmanship.



Discovering	Developing	Deepening
We are discovering different construction toys. We are discovering how we can communicate and interact with familiar adults and familiar objects using signs, gestures, symbols and AAC.	We are developing an understanding of how things are made. We are developing our communication and interaction with people and the world around us using signs, gestures, symbols, vocalisations/spoken words and AAC as well as beginning to develop reading and writing.	We are deepening our knowledge of the Industrial Revolution and the Victorians. We are deepening our ability to communicate using signs, gestures, symbols, vocalisations/spoken words and AAC as well as using reading, writing and drawing to communicate our ideas.



How Things Are Made

Summer 2 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment	Communication and Interaction	Language and Literacy	Children will use AAC, gestures, signs, and symbols to communicate their needs, preferences and experiences. They will discover construction-themed multisensory activities through songs, stories, textures, lights, sounds and sensory play linked to building, designing and creating. They will engage in mark making through a variety of media to represent themselves their movements, and their experiences, supporting early literacy and self-expression. They will engage with a range of construction toys, blocks, loose parts, tools, vehicles and cause-and-effect toys, being exposed to language such as build, stack, tall, tower, dig and construct through adult modelling during activities and experiences including repetition, modelling, and shared exploration. Children will be exposed to stories linked to building and construction, such as The Three Little Pigs, songs and action rhymes about diggers and construction, such as Wind the Bobbin Up, using props, signs and sensory experiences, using these as the basis for Sensory Stories. Intensive Interaction Curiosity Programme Attention Autism Stages 1-2	Children will develop their communication through blending sounds and words and using key word phrases as they explore construction-themed activities linked to diggers, builders, tools and building sites. They will have access to a range of stories and storytelling activities that feature building and construction, such as The Three Little Pigs and The Little Red Hen Makes a House and use props, gestures, signs and to begin to retell familiar stories and talk about what they have built and created. They will engage with construction toys, building materials, toy vehicles and role-play experiences linked to the theme, beginning to use repetitive story language such as "Ready, steady, build!" and "Can we fix it? Yes, we can!" They will begin to communicate through writing by making marks to represent themselves, their names and their ideas, supporting the development of letter formation skills. Through a range of construction activities such as songs, stories, construction toys and role play, children will have opportunities to follow instructions answer questions and share their thoughts and feelings with others. Attention Autism Stages 1-4	Reading	Outcome: Narrative Children will deepen their understanding of narratives through exploring whole-class texts such as The Building Boy. They will comment on and discuss the characters and settings, make predictions about what will happen next and retell the story using props, actions or their preferred method of communication. Children will develop their vocabulary through reading the story and be able to use a wider range of adjectives in their communication, using expanded noun phrases both alone and in sentences using writing, symbols, colourful semantics or AAC. Children will deepen their understanding of the structure of stories with a beginning, middle and end, and will be able to sequence events. They will be able to re-write the story using writing, symbols, colourful semantics or AAC. They will communicate consistently in the past tense using a range of regular and irregular verbs both in writing and using their preferred method of communication.
			Sensory Classroom Core Words Programme	Sensory Classroom Core Words Programme Twinkl Phonics Level 1	Writing	
					Speaking & Listening	
Employment Independent Living	Cognition and Learning	Maths and Computing	Maths learning is developed through sensory exploration and meaningful real-world experiences. Through the topic, pupils build early understanding of number, quantity, shape, space and measure by exploring a range of hands-on materials. Learning is supported through Messy Maths, Attention Autism and outdoor learning opportunities. Activities can include: Stacking towers with large blocks as adults model language such as up, down, tall, higher and more, exploring big and small blocks, comparing the height of towers, loading and unloading toy diggers, trucks and wheelbarrows as adults model 'empty' and 'full', investigating different-shaped blocks, sorting blocks by shape, colour, size or type, building and knocking down towers, arranging blocks in lines and using positional language such as next in and on.	Maths learning builds on pupils' emerging understanding through practical, hands-on experiences. Within the topic, pupils develop number, pattern, shape, space and measure by exploring, investigating and using a range of materials. Learning encourages independence, problem solving and making meaningful connections to the real world. Activities can include: Building and measuring towers with a range of construction materials, counting and comparing the number of blocks, exploring height, length and size using mathematical language (taller, shorter, higher, longest and biggest), sorting and grouping construction materials by colour, shape, size and type, identifying and naming 2D and 3D shapes used in construction, creating and continuing simple repeating patterns, comparing quantities using more and less, and developing counting skills through construction-themed songs, rhymes and games.	Phonics	Twinkl Phonics Levels 2-6
					Maths	Follow White Rose Maths Program
		Our World	Children will engage with a range of construction materials, blocks, vehicles, textures, sounds and cause-and-effect resources through meaningful play and interaction. They will explore construction objects and materials, anticipating familiar actions and interacting with adults and resources, developing curiosity and awareness of similarities and differences. Supported and modelled by familiar adults, children engage in construction play with through shared experiences and interactions. Adults will model simple language and actions linked to construction, such as build, push, pull, dig, up and down, while following children's interests and responses to promote curiosity, exploration and meaningful engagement. Children will engage in sensory experiences linked to Eid, Shavuot and Pentecost.	Children develop their understanding of a range of materials and objects through a range of practical activities. They will handle, stack, connect, fill and transport a variety of construction materials, discovering how objects move and fit together to make something. Through play with blocks, vehicles, loose parts and simple cause-and-effect, adults will model language linked to construction, such as build, push, pull, up, down and dig. Children will comment on what they have seen and begin to answer simple questions (who, where, what) using their preferred communication method and will be supported to ask some single word questions themselves with adult, verbal and visual support using signs, symbols, gestures, AAC or verbally. Children will learn about Eid, Shavuot and Pentecost and the way they are celebrated.	Computing	Purple Mash – Coding Y1/2 Children will be introduced to coding through the use of the block-coding tool 2Code. They will learn that computer programs work by following instructions called code and will use object and action code blocks to create simple programs. Children will explore how events trigger actions, understand the purpose of outputs, and begin to read and interpret code to predict what a program will do. They will use their developing knowledge to plan, create and test their own simple computer programs.
					Science	White Rose Science: Y1/2 Materials Children explore a range of everyday materials, learn to identify and describe their properties and begin to understand why different materials are used for different purposes. Children compare objects made from different materials, explore how materials can be changed, and carry out simple investigations to test and compare materials.
					History/ Geography	History – Victorians Children will learn about the Victorian era and Industrial Revolution. They will explore what life was like during Victorian times, comparing aspects of daily life, work, transport, communication and schooling with the present day. Children will learn how important inventors and their discoveries changed the way people lived and continue to shape our lives today.
					RE	Children will learn about Eid al-Adha, how Muslims remember and celebrate through prayer, sharing food and helping those in need. They will create Eid cards, decorate crescent moons, take part in role play about sharing and enjoy a picnic celebration. Children will learn how Jewish people celebrate Shavuot through storytelling, making paper scrolls, creating flower crafts, decorating biscuits and discussing the importance of rules that help keep us safe. Children will learn about Pentecost, how Christians remember the Holy Spirit coming to Jesus' followers, using creative activities such as making wind streamers and flame crafts, bubble painting and kite making.



How Things Are Made

Summer 2 2026/27



Preparing for Adulthood	EHCP Areas	Cross-Curricular Areas	Discovering	Developing	Deepening	
Employment Independent Living	Cognition and Learning	Creativity	Children will engage with familiar activities over a period of time as they explore a variety of construction materials, blocks, loose parts, recycled resources, textures, sounds and visual stimuli, investigating how materials can be combined, stacked, joined and transformed. Children will be encouraged to interact with construction toys and resources in ways that are meaningful to them, making choices, responding to sensory experiences and communicate preferences using signs, symbols, gestures, vocalisations and AAC. Adults will model creative play with construction toys, language and actions linked to building and construction including core words push and pull. Activities are carefully structured to promote curiosity, anticipation, sustained engagement and opportunities for communication. Children will explore noises they can make with different construction materials and make a range of simple shakers.	Children explore and express their ideas using a wide range of materials, media and modelled and shared play experiences. Children will develop their creativity by exploring, designing and creating with a wide range of materials and construction resources. They will use blocks, loose parts, recycled materials, tools and malleable materials to build structures, vehicles and imaginative creations. Children will experiment with colour, shape, texture and form, adapting and improving their designs as they play. Through role play, storytelling, music and collaborative building projects, they will develop their imagination, communicate their ideas and take pride in their creative achievements. Music: Children will engage with songs linked to construction and use simple percussion instruments to play along, beginning to follow a simple beat/rhythm. Children will make shakers and drums from different construction materials and express preference over shape, colour and filling using their preferred communication method.	Art/ D&T	D&T: Moving Pictures (PlanBee) Children will explore how pictures can be made to move using simple mechanisms such as sliders and levers. They will design, make and evaluate their own moving picture, developing skills in planning, constructing and improving their creations while learning how different mechanisms create movement.
					Music	Children will make their own range of musical instruments (shakers, drums, guitars, rainmakers, xylophones) They will explore and play their own musical instruments, developing their understanding of how sounds are made and changed. They will experiment with rhythm, pulse, pitch and dynamics, comparing sounds their instruments make compared to others, or compared to using different materials.
Community Inclusion Health	Social, Emotional and Mental Health	PSHE (Relationships and Zones of Regulation)	The World We Live In: Jobs People Do Children will explore different jobs in school and beyond, with a focus on construction activities. They will respond to pictures, objects and role-play to learn about jobs like builders, engineers and architects who design and make buildings, roads and bridges. Children will also look at other important roles such as doctors, firefighters, bus drivers, teachers, cooks and cleaners. Through hands-on construction play, they will begin to explore how different people use tools and teamwork to create things and help our community every day.	The World We Live In: Jobs People Do Children will develop an understanding of different jobs that people we know do, including adults in school such as teachers, teaching assistants, office staff, cooks and cleaners, and talk about how they help us each day. They will identify a range of workplaces and industries, such as construction, healthcare, transport and emergency services, and begin to understand what happens in these places. Through discussion, role-play and hands-on activities, Children will begin to think about jobs we might like to do in the future and why those roles interest us.	Relationships (including sex ed)	The World We Live In: Jobs People Do Children will learn about a wide range of jobs in the wider community and explain how these roles help others and support everyday life. They will look at jobs such as builders, engineers, doctors, firefighters, transport workers and shop staff, and discuss how their work contributes to keeping our communities safe, connected and functioning well. Through discussion and practical activities, including construction challenges, children will also identify and describe the skills and qualities needed for different jobs, focusing on a job they are interested in and thinking about what makes someone successful in that role.
					Zones of Regulation	Understanding different perspectives Children begin to identify emotions in others and explain how those emotions might feel. They are able to consider other people's perspectives to support more effective self-regulation and reflect on how their own behaviour impacts those around them. Using tools such as comic strips and thought bubbles, they can explore how others may think and feel in different situations and apply this to adjust their behaviour more appropriately.
Independent Living Health	Sensory and Physical	PSHE (Physical & Wellbeing)	The World We Live In: Jobs People Do n/a ICP could include: Taking bats and balls to play games in different places (e.g. Comberbach Park MUGA), Farms/farm shops/pick-your-own, Wheelock Farm	The World We Live In: Jobs People Do Children will develop an understanding of why people have jobs and what they do to help others. They will talk about different roles such as builders, doctors, teachers, firefighters and bus drivers, and begin to understand the reasons people work, such as helping others, earning money and making our communities safe and useful. Children will also describe some of the qualities needed for different jobs, such as being kind, responsible, careful, strong or able to work as part of a team. Through discussion, role-play and construction activities, they will begin to link jobs to the skills and attitudes needed to do them well. ICP could include: Farms/farm shops/pick-your-own, Wheelock Farm, Weaver Hall Museum, Tatton Park (farm and workshops)	Health & Wellbeing (Including ICP)	The World We Live In: Jobs People Do Children will learn how the strengths, qualities and skills they are developing in school can link to possible future jobs. They will discuss how skills such as teamwork, problem-solving, creativity and communication are used in different careers and how these might connect to jobs we are interested in. Through visits from employers and employees, or by exploring different workplaces, children will begin to understand what working life is like and demonstrate simple work-based skills through practical activities. They will also reflect on what we learn from these experiences and how they can help us think about future opportunities. ICP could include: National Waterways museum, farms/farm shops/pick-your-own, Weaver Hall Museum, Tatton Park (farm and workshops)
			Children will discover a range of bats and balls through motivating, multisensory activities that encourage active engagement. They will develop hand-eye coordination by reaching, grasping, tracking, holding, rolling and striking objects, building confidence, control and purposeful movement through repeated play and exploration, helping to strengthen their coordination and overall physical development.	Children will develop their physical skills by exploring a range of bats and balls through play. They will practise holding and using equipment safely, rolling, throwing, catching and striking balls, while developing their coordination, balance, control and confidence in movement, strengthening their gross motor skills and spatial awareness.	PE	PE Hub: Hit, Catch, Run Y1/2 Children will deepen their striking and fielding skills by learning to run quickly to stump a base, hit a ball with increasing accuracy, and move to intercept the ball. They will practise running around bases to score points, catching the ball to get a batter out, and working as a team to prevent the opposing team from scoring.

Curriculum Implementation

Progression – Language and Literacy



Discovering	Developing	Deepening	
Children will engage in multisensory, theme-based experiences using stories, songs, objects, and sensory materials to support exploration, attention and interaction. They will develop early communication through AAC, gestures, signs and symbols to make choices, express preferences and respond to experiences. Opportunities will support early mark making, movement and exploration of different media, alongside exposure to simple, meaningful vocabulary modelled by adults in a range of contexts. Children will be encouraged to engage in shared attention activities through Intensive Interaction, the Curiosity Approach and Attention Autism stages 1 and 2.	Children will engage in multisensory, theme-based experiences using stories, songs, role play and sensory materials to support exploration and understanding of different topics and cultures. They will develop early communication through speaking, listening, AAC and simple language structures to express ideas, answer questions and share experiences. Opportunities will support early writing and mark making using a range of media, alongside repeated exposure to modelled vocabulary and familiar story language in meaningful, modelled and shared play and collaborative activities. Children will develop shared attention through Attention Autism stages 1-4. Pupils will be begin to develop phonic knowledge in blending sounds and words and will be supported to apply this to communicate their learning..	Reading	Children learn to decode, understand and discuss a range of stories using their preferred communication method, poems and non-fiction texts, building skills such as predicting, inferring and retrieving information. They also develop a love of reading by listening to, sharing and engaging with a wide variety of texts.
		Writing	Children learn to compose sentences in writing, symbols or with AAC. They are taught to structure ideas coherently for different purposes. Children also begin to plan, review and improve their writing, developing clarity, fluency and confidence in written expression.
		Speaking and Listening	Children develop communication skills using their preferred method (such as speech, AAC, signs or symbols) to express ideas and needs, listen and respond appropriately, and build vocabulary for effective interaction in a range of contexts
<u>Core words/Phonics/Spelling</u> Pupils will work towards personal targets in these areas.			

Curriculum Implementation

Progression – Maths and Computing



Discovering	Developing	Deepening	
Children will discover early maths learning through sensory exploration, early engagement and meaningful real-world experiences. Children are supported to develop early mathematical understanding by interacting with range of materials in a rich, hands-on environment. Children are encouraged to explore mathematical and familiar resources, they begin to build awareness of number, quantity, shape, space and measure in ways that are accessible and engaging. This will include “Messy Maths” sessions, Attention Autism, RISE Therapy and learning outside the classroom opportunities.	Learning builds on pupils’ developing understanding of early maths through practical exploration, structured experiences, and increasing independence. Children develop and apply mathematical concepts using a range of materials that provide meaningful, engaging and hands-on learning opportunities. Children are supported to deepen their understanding of number, pattern, shape, space and measure by exploring, manipulating and investigating a range of resources and materials in a variety of contexts. Learning encourages active participation, problem solving, and making connections between mathematical ideas and the real world.	Maths	Children will access learning from White Rose Maths. See the curriculum progression here https://assets.whiteroseeducation.com/new-schemes/NEW%20NC%20RTP%202024.pdf
		Computing	Children learn the fundamental principles of computer science by understanding what algorithms are, creating and debugging simple programs, and predicting how programs will behave. They develop digital literacy by using technology purposefully to create, organise, store and retrieve digital content. Children also learn to use technology safely and respectfully. See the curriculum progression here https://www.purplemash.com/app/computing_lead_tool_kit/progression_of_skills_knowledge_refined

Curriculum Implementation

Progression – Our World



Discovering	Developing	Deepening	
Children will engage in multisensory exploration of the world around them through hands-on experiences with objects, materials, living things and cultural themes. They will be encouraged to engage with and show awareness and understanding of a range of objects and experiences by investigating similarities, differences and simple cause-and-effect relationships in their environment. Communication, engagement and early vocabulary will be supported through adult modelling, shared experiences and a range of expressive methods Children discover Christianity and other world religions through a Religious Celebrations Curriculum with engaging, practical and sensory experiences. They explore stories, music, artefacts, symbols and traditions. Pupils participate in activities such as art, cooking, music, role play and sensory exploration through Total Communication approaches.	Children will develop their understanding of the world through hands-on, multisensory exploration of materials, objects, environments and cultural themes. They will observe, compare and investigate properties, uses and changes, building early scientific understanding and awareness of how things work and are used in different contexts. Communication and vocabulary development will be supported through modelling and the use of preferred communication methods to express observations, ask questions and share ideas. Children develop their understanding of Christianity and other world religions through a Religious Celebrations Curriculum, recognising key features of different religious celebrations and beliefs. They explore similarities and differences between festivals, use an increasing range of religious vocabulary and participate more independently while showing respect for different beliefs, customs and traditions.	Science	Children will deepen their scientific knowledge and skills through the White Rose Science curriculum. See the progression documents here: https://assets.whiteroseeducation.com/Resources/science/Curriculum%20progression%20document.pdf
		History Geography	In History, pupils deepen their understanding of the past by learning about significant events, people, places, how life has changed over time and using evidence to ask and answer questions. In Geography, pupils explore the world around them by learning about places, environments, maps and human and physical features.
		RE	Children explore Christianity and other world religions through a Religious Celebrations Curriculum, deepening their understanding of why religious celebrations are important to different faith communities. They explore shared values and show curiosity, empathy and respect for different faiths and cultures.

Curriculum Implementation

Progression – Creativity



Discovering		Developing		Deepening	
Children will engage in multisensory exploration of materials, textures, sounds, colours and patterns through hands-on creative, cultural and play-based experiences. They will investigate and combine resources in different ways, developing early understanding of cause-and-effect, properties and creative expression through sustained interaction. Communication of preferences and simple responses will be supported through preferred communication methods, with adults modelling language, actions and musical or sensory experiences to encourage engagement and participation.		Children will develop and apply creative skills through structured, hands-on experiences using a wide range of materials, tools and media for artistic expression, design and construction. They will explore and combine colours, shapes, textures, sounds and patterns, developing early understanding of creative processes through making, building and experimenting, as well as following simple instructions to produce simple outcomes. Learners will communicate ideas and preferences using a range of expressive methods, as well as their preferred communication method, supported by adult modelling of language, music and collaborative play.		Art D&T	In Art, children develop their creativity and imagination by exploring a range of materials, techniques and artists, while learning to create, evaluate and improve their own artwork. In D&T, children learn to design, make and evaluate simple products using a range of materials and tools, while developing basic skills in cooking, mechanisms and structures through practical, purposeful activities.
				Music	Children learn to use their voices expressively, play simple instruments, listen and respond to a range of music, and begin to create and perform their own simple musical ideas using basic elements such as pitch, rhythm and dynamics.

Curriculum Implementation

Progression – PSHE: Relationships



Discovering	Developing	Deepening	
Through meaningful, sensory and highly supported experiences, children discover themselves, the people around them and the world in which they live. Children discover their preferences, interests and emotions, begin to recognise important relationships and trusted adults, and explore ways to communicate their needs, choices and feelings. They discover routines that support health, safety and wellbeing, explore early concepts of friendship, kindness and cooperation, and begin to understand personal boundaries, touch and trust. Through repeated opportunities for exploration, interaction and communication, children discover strategies for managing feelings, participating with others and making sense of the wider world around them.	Children develop an understanding of themselves as unique individuals with their own strengths, interests and aspirations, whilst developing respect for others and the skills needed to build positive relationships. They develop communication, cooperation and self-regulation skills, alongside the ability to recognise, express and manage emotions, build resilience and seek support when needed. Children develop an understanding of growth, change, healthy relationships and personal boundaries, whilst developing the knowledge and skills needed to make healthy choices and look after their physical and emotional wellbeing. They develop an awareness of their role within families, schools and communities, and of how they can contribute positively to the wider world.	Relationships (inc. RSE*)	Children build positive relationships, identify unhealthy behaviours, respond appropriately to conflict and bullying, and know how to seek help for themselves and others. They develop confidence in managing risks, staying safe in the community and online, understanding consent, privacy and personal boundaries, and making informed choices about their wellbeing. Children deepen their understanding of emotions, mental health and self-regulation, using strategies to manage feelings and support others.
		Zones of Regulation	Children are introduced to self-regulation through the four Zones of Regulation and learn to recognise emotions, body signals and triggers that can affect how they feel and behave. They develop an understanding that all zones are acceptable, explore the impact of their actions on others, and learn to interpret facial expressions, body language and different perspectives. Children are supported to develop a personalised toolbox of strategies.

*RSE = Relationships and Sex Education

Curriculum Implementation

Progression – PSHE: Health & Wellbeing



Discovering	Developing	Deepening	
Pupils discover how people grow and change over time, explore similarities and differences between themselves and others, and engage with experiences that develop awareness of healthy lifestyles, self-care and keeping safe both offline and online.	Children develop increasing independence in self-care, personal safety and recognising risks in both offline and online environments. They develop healthy lifestyles through positive choices relating to diet, hygiene, physical activity, sleep and wellbeing, whilst developing the confidence to seek support and make safe decisions.	Health & Wellbeing Inc. ICP*	Children learn about healthy lifestyles, including hygiene, sleep, nutrition and exercise, while developing skills for independent living and adulthood. Through participation in their communities, pupils gain an understanding of diversity, rights and responsibilities, money and employment, and how their skills and interests can contribute positively to society and future opportunities.
Children will independently engage with and discover a variety of PE based equipment and emerging skills, e.g. seeking a ball to roll, intercepting a moving ball and beginning to move when the music starts. Children will actively explore and discover their immediate environment. They will develop confidence in moving and travelling independently on their feet or on bikes, trikes, scooters. They will strengthen their balance, coordination and overall physical development.	Children will communicate through key words (verbal, using symbols, signs, pictures) and develop their Physical Education knowledge and understanding e.g. listening to instructions, expressing their likes and dislikes, working in small groups and recognising and collecting familiar pieces of equipment. They will develop their confidence, coordination and control of movement, to negotiate space and obstacles, as well as strengthening their gross motor skills and spatial awareness.	PE	Pupils develop fundamental movement skills such as running, jumping, throwing and catching, and begin to apply these in simple games and activities. They also learn to work cooperatively, understand basic rules, and develop balance, coordination, and agility through a range of physical experiences.

*ICP = Independence and Community Participation