



2D CURRICULUM

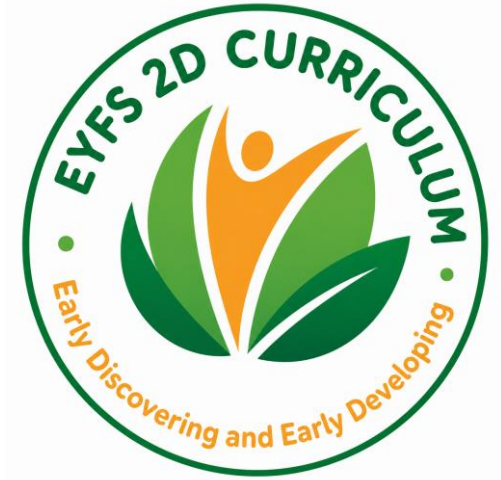
Early Discovering, Early Developing

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 Early Years curriculum reflects the requirements of the statutory EYFS 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.



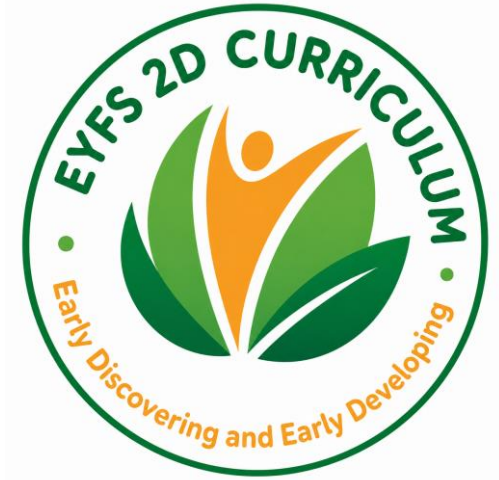
Drivers of our Curriculum Design

The needs of our learners mean our curriculum is designed primarily with a focus on:

- EHCP targets
- Development Matters and Birth-to-5 Matters
- Neuroinclusive Education Network (NEN) Framework (formally AET)

Curriculum Intent

We have designed a carefully blended curriculum framework to support the learning and development of children in our the Early Years class. This approach combines key guidance from Development Matters, Birth to 5 Matters and the Neuroinclusive Education Network (NEN) to ensure every child's progress is recognised, celebrated, and nurtured in a way that reflects their individual strengths and needs.



Development Matters and Birth to 5 Matters help us understand how children typically grow and learn across key areas such as communication, physical development, social skills, and early learning. They provide the background knowledge to guide us in creating rich, adapted, play-based experiences that support all aspects of development, while valuing each child's pace and interests.

The Neuroinclusive Education Network (NEN) Framework adds a deeper layer of understanding for children who may experience the world in different ways. It helps us recognise and support how a child communicates, interacts, processes sensory information, and copes with change, so we can respond with the right strategies and environments.

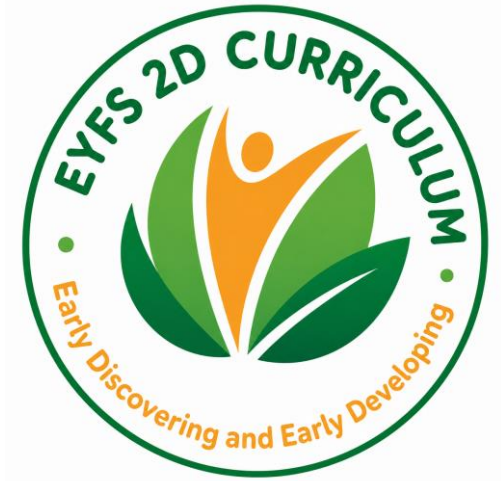
By using this combined framework, we ensure:

- Learning is personalised to meet your child's needs
- Progress is measured in small but meaningful steps
- We work in partnership with families, valuing your knowledge of your child
- Your child's wellbeing, independence, and voice are always central

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

Prime Areas

Birth-to-five
matters

Communication and Language

- Listening and Attention
 - Understanding
 - Speaking

Personal, Social and Emotional Development

- Making Relationships
 - Sense of Self
- Understanding Emotions

Physical Development

- Moving and handling
- Health and Self Care

EHCP
Areas

Communication and
Interaction

Social, Emotional and Mental
Health

Sensory and Physical

Specific Areas

Birth-to-five
matters

Literacy

- Reading
- Writing

Mathematics

- Number
- Shape, Space and Measures

Understanding the World

- People and Communities
 - The World
 - Technology

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

EHCP
Areas

Cognition and Learning

Curriculum Intent



Stage not Age

At Rosebank, we recognise that our learners often demonstrate highly uneven developmental profiles as 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.

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.

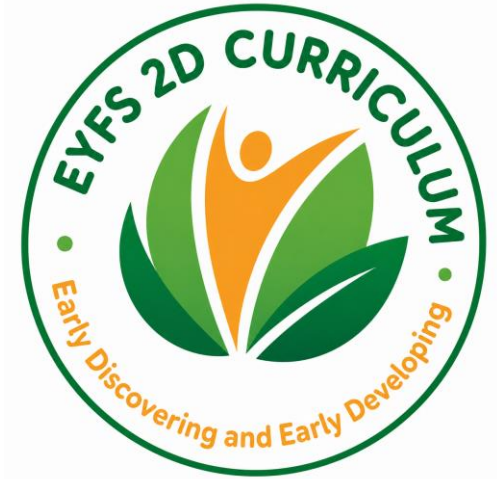
Through our Stage Not Age approach, we ensure that every pupil is supported to achieve success, develop confidence and fulfil their potential, regardless of their starting point.

Curriculum Implementation

The 2Ds

Within our 2D Curriculum framework of **Early Discovering** and **Early Developing**, 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.



Early Discovering

Children are in the early stages of discovering their environment by exploring, noticing, anticipating and responding to people, objects and activities. Through meaningful sensory experiences and interactions, they develop persistence, curiosity and the confidence to initiate engagement, building the foundations for future learning.

Early Developing

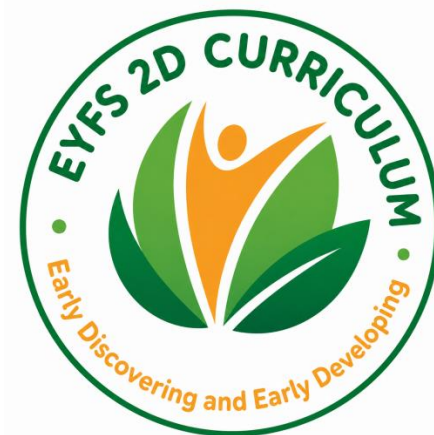
Children are in the early stages of developing their knowledge, skills and understanding through play, exploration and meaningful experiences. They build confidence, grow in independence and apply what they have learned across a range of familiar, engaging and real-life contexts.

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.



Topic Cycles	Cycle 1	Cycle 2	Cycle 3	Key Events
Autumn 1	Good to be me Colours Emotions	Me & My Family The Rainbow Emotions	All about me Colours Emotions	Harvest
Autumn 2	Autumn time Traditional Tales	Fairy Tales Weather - Autumn	Seasons – Autumn Fantasy stories	Diwali Bonfire Night Christmas
Spring 1	Let's Taste! Earth & Space Woodland animals	Our Plate The Universe	Food The Jungle/Rainforest	Chinese New Year Mother's Day
Spring 2	Planting Transport Spring	Growing Travel Weather - Spring	The Garden Out and about – Travel Seasons – Spring	St George's Day Easter
Summer 1	Under the Sea Pirates	The Zoo Bear Stories Emergency workers	The Farm Minibeasts	Eid
Summer 2	People who help us Bears	Insects Bear stories Seasons – Summer	Holiday/Beach Heroes and helpers	Father's Day Sport's Day

Curriculum Implementation

Progression – By Subject



Prime Areas

Communication and
Language (CL)

Personal, Social and
Emotional Development
(PSED)

Physical Development (PD)

Specific Areas

Literacy

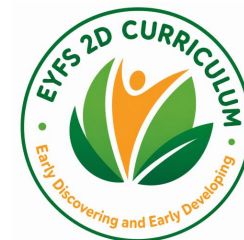
Maths

Understanding the
World

Expressive Arts and
Design

Curriculum Implementation

Progression – Communication and Language



The development of children's communication and spoken language skills underpins all seven areas of learning and development. For children with SEND, this development may take different forms and follow varied pathways. Early back-and-forth interactions, in whatever mode a child communicates are fundamental to both language and cognitive development.

The number and quality of these communicative exchanges with adults and peers in an inclusive, language-rich environment are vital. Practitioners can support all children by tuning into their individual interests, recognising and responding to their unique ways of expressing themselves, and expanding on their communication using appropriate strategies, such as modelling new vocabulary, using visual supports, or AAC tools.

Regularly reading to children and involving them in engaging experiences with stories, nonfiction, rhymes and poems, combined with meaningful opportunities to explore and use new words across different contexts, enables every child to develop their expressive and receptive language in ways that suit their individual needs. Through conversation, storytelling and role play, supported by sensitive modelling, inclusive questioning, and differentiated approaches, all children can build confidence and competence in using a rich and varied range of communication and language forms.

Birth-to-five Matters Links

Listening
Attention
Speaking

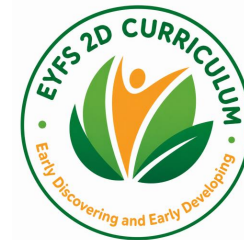
Development Matters Links

- Responds to familiar sounds, voices, music or songs, turns towards sounds, voices or people, shows awareness of familiar words, rhymes or songs and anticipates familiar parts of songs, stories or routines.
- Looks towards, reaches for or reacts to objects, pictures or symbols during shared activities, demonstrates enjoyment during stories, rhymes and sensory literacy activities, shares attention with an adult during songs, stories or play, responds to their name, familiar people or familiar cues.
- Uses eye gaze, facial expression, body movement, vocalisation or gesture to communicate, makes choices between objects, activities, songs or stories, shows preferences for familiar books, rhymes, songs or sensory experiences and participates in turn-taking activities with support.
- Notices and responds to changes in tone of voice, music or environmental sounds, follows familiar routines, cues or single-step requests with support, explores books, objects, textures, sounds and sensory props with support from an adult, joins in with repetitive actions, sounds or movements during stories and songs, demonstrates anticipation or recognition of familiar people, activities or events and engages in shared communication experiences using their preferred method of interaction.

Early Discovering	Early Developing
- Children discover early communication through gestures, eye contact and objects of reference. - Children turn towards and engage with a variety of sounds in their environment. - Children begin to use their voices and whole bodies to respond to music and sounds in the environment. - Children begin to engage with and respond to TAC PAC and Intensive Interaction. - Children will discover early skills for exploring their environment and begin to respond to people and sounds which include familiar people e.g. turn their head to a familiar teachers voice.	- Children will develop early communication through their chosen means of communication to begin to make choices about what they want e.g objects of references, communication board, pictures and symbols or speech. - Children will develop early independence when communicating by engaging and responding positively to familiar people through their preferred means of communication. - Children will develop early receptive communication skills by listening, albeit distractedly, to other people's talk with interest. - Begin to listen and respond to instructions e.g. follow a now and next board.
Neuroinclusive Education Network (NEN) Links	
Communication and Interaction: - Engage in interaction - Making requests - Communicating information/commenting on events- where appropriate - Listening and understanding - Greetings - Conversations - Non-verbal communication Social understanding and relationships: - Positive relationships (supporting adults) - Positive relationships, toleration and interaction with peers - Group activities Learning and Engagement: - Learning through play - Motivation and engagement	Communication and Interaction: - Engage in interaction - Making requests - Communicating information/commenting on events - Listening and understanding - Greetings - Conversations - Non-verbal communication Social understanding and relationships: - Being with others - Interactive play - Positive relationships (supporting adults) - Positive relationships and friendships (peers) - Group activities - Interests, Routines and Processing: - Problem solving and thinking Emotional Understanding and Self-Awareness: - Developing confidence and self-esteem Learning and Engagement: - Learning through play - Motivation and engagement

Curriculum Implementation

Progression – PSED



Children's personal, social and emotional development (PSED) is essential for leading healthy, happy lives and forms a foundation for cognitive and lifelong learning. For children with SEND, PSED may follow unique and individual pathways, requiring sensitive, consistent support tailored to their specific needs.

At the heart of PSED are secure, trusting relationships. Strong, warm, and attuned connections with adults help all children—including those with SEND—feel safe, valued, and understood. These relationships support the development of emotional literacy, self-awareness, and the capacity to recognise and respond to the feelings of others. Some children may require more time, alternative methods of communication, or specific interventions to support these skills.

Children should be supported in ways that reflect their individual starting points to manage emotions, build a positive sense of self, set achievable goals, and develop confidence in their abilities. For some, this might involve using visual supports, social stories, sensory regulation strategies, or access to safe, calming spaces. With adult modelling and responsive guidance, all children can learn how to care for their bodies, develop healthy habits, and gradually gain independence in managing personal needs.

Supported, inclusive interactions with peers help children learn how to build friendships, cooperate, and resolve conflicts, with the level and type of adult involvement adapted to ensure every child can participate meaningfully. These foundational experiences in PSED provide a secure base from which all children, including those with SEND, can grow, learn, and thrive both in school and beyond.

Birth-to-five Matters Links

Making relationships
Sense of self
Understanding emotions

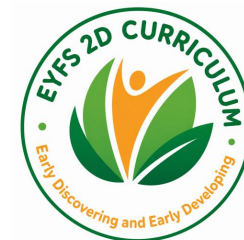
Development Matters Links

- Children will be supported to become familiar with their class, adults and peers. They will begin to tolerate peers in parallel play and join simple shared activities with support.
- Children will be encouraged to take turns, share toys and resources, and play near others for short periods of time.
- They will explore simple choices, begin to show their likes and dislikes, and develop independence in familiar routines.
- With adult support, children will begin to recognise emotions, match feelings to colours or zones, and use simple regulation strategies such as taking a break or accessing calming tools when needed.

Early Discovering	Early Developing
• Children will begin to communicate through eye contact, gestures and objects of reference and symbols in their early discovery and experience personal, social and emotional skills e.g., parallel play. • Children will begin to notice peers and participate in intensive interaction with adults. • Children will begin to independently engage with and discover early personal, social and emotional skills by recognising sense of self e.g., responding to name. • Children will begin to discover their early awareness of their community through personal, social and emotional skills when transitioning throughout the day in their immediate environment e.g., moving from parent to staff member.	• Children will begin to communicate through their chosen means of communication in developing their early personal, social and emotional skills e.g., playing alongside peers, engaging in simple conversation with an adult. • Children will begin to independently develop their early understanding of their own emotions and emotions of others and when they need help e.g., going to an adult for comfort. • Children will begin to develop their early awareness of their local community including adults and peers in the school e.g., being part of assembly, taking the register.
Neuroinclusive Education Network (NEN) Links	
Communication and Interaction: • Engaging in interaction • Listening and understanding Social understanding and relationships: • Being with others • Group activities Emotional Understanding and Self-Awareness: • Understanding other's emotions/intentions	Social understanding and relationships: • Interactive play • Group activities • Positive relationships (supporting adults) • Positive relationships and friendships (peers) • Group activities Sensory Processing: • Increasing tolerance of sensory input Learning and Engagement: • Understanding and following rules, routines and expectations • Evaluating own learning • Motivation and Engagement Healthy Living: • Keeping healthy • Personal care • Relationships and sex education Independence and Community Participation: • Independent living Communication and Interaction: • Greetings Emotional Understanding and Self-Awareness: • Understanding and expressing own emotions • Managing emotions and behaviour • Understanding others' emotions/intentions • Self-awareness • Developing confidence and self-esteem

Curriculum Implementation

Progression – Physical Development



Physical activity plays a vital role in every child's holistic development at Rosebank, supporting their journey toward happy, healthy, and active lives. For children with SEND, physical development may progress in diverse and individualised ways, often requiring tailored approaches and additional support.

Gross and fine motor experiences develop incrementally throughout early childhood, beginning with sensory exploration and progressing through movements and interactive play. For some children with SEND, these foundational experiences may need to be adapted or supported with specialist equipment and/or therapeutic input to promote strength, co-ordination, and body awareness.

By offering inclusive games and creating accessible opportunities for play both indoors and outdoors, adults can support all children in developing core strength, stability, balance, spatial awareness, co-ordination, and agility. These gross motor skills are not only important for physical health but also for social engagement and emotional well-being.

Fine motor development, which supports skills like hand-eye co-ordination and early literacy, may require differentiated resources, modified tools, and increased time for practice. Providing varied, meaningful opportunities to explore small world play, puzzles, arts and crafts, and use small tools—alongside patient, responsive support and feedback—allows all children, including those with SEND, to develop their motor skills with confidence, control, and enjoyment.

Birth-to-five Matters Links

Moving and Handling
Self- Care

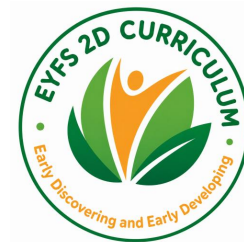
Development Matters Links

- Children will be supported to develop their gross and fine motor skills through a range of movement and play activities.
- They will explore moving their bodies in different ways, including sitting, crawling, rolling, climbing, spinning, hopping and using stairs with support as needed.
- Children will begin to join in with action songs and music activities by clapping, stamping and copying simple movements.
- They will develop body strength, balance and coordination through the use of bikes, trikes and large play equipment, and begin to remember and repeat familiar movement patterns.
- Children will be encouraged to manage large items safely and take part in activities using both small and large apparatus.
- Fine motor development will be supported through opportunities to practise mark making and begin using tools such as pens, pencils, scissors, buttons and zips, as well as using cutlery with adult support.

Early Discovering	Early Developing
- Children will begin to discover early communication through gestures, eye contact, objects of reference and symbols to discover and experience physical activities and show their likes and dislikes e.g., a chosen physical object. - Children will begin to independently discover early ways to move around their immediate environment and take physical risks e.g., letting go of an adults hand when walking up a slope. - Children will begin to discover early ways to actively explore their immediate community, they will begin to know inside and outside and some dangers associated with these places e.g., climbing on fence, eating in-edible items.	- Children will begin to communicate through their chosen means of communication to develop their early physical development skills e.g., listening and responding to instructions, recognising and choosing preferred equipment. - Children will begin to develop early independence when engaging with physical activity, they will be able to follow a sequence of physical movements and have an awareness of the effects on their body e.g., a sequence of yoga, getting hot. - Children will begin to develop early understanding of the local community and how to keep themselves safe e.g., cross the road, weather conditions.
Neuroinclusive Education Network (NEN) Links	
Sensory Processing: - Responding to sensory interventions - Increasing tolerance of sensory input Healthy Living: - Keeping healthy Independence and Community Participation: - Personal safety	Interests, Routines and Processing: - Problem solving and thinking skills Emotional Understanding and Self-Awareness: - Understanding and expressing own emotions - Managing emotions and behaviour Healthy Living: - Keeping healthy - Personal care - Relationships and sex education Independence and Community Participation: - Independent living - Personal safety - Road safety and travel - Leisure

Curriculum Implementation

Progression – Literacy



For pupils at Rosebank in the early years, reading, writing and fine motor development are taught through meaningful, practical and play-based experiences that build communication, independence and confidence.

Early reading opportunities support children to develop attention, listening, understanding and a love of stories, while early writing activities help them express ideas, make choices and communicate in different ways.

Fine motor development is a key foundation for learning, enabling children to develop the strength, coordination and control needed for mark-making, using tools, self-care skills and everyday tasks. Through a stage-not-age approach, pupils are supported to develop these essential skills at their own pace, laying the foundations for future learning across the curriculum.

Birth-to-five Matters Links

Reading
Writing

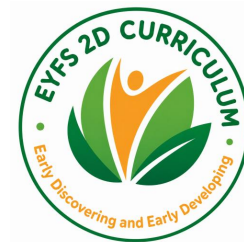
Development Matters Links

- Children will be supported to develop early communication, literacy and mark-making skills through shared stories, songs and play experiences.
- They will be encouraged to explore books by looking at pictures, listening to familiar words and sharing favourite stories with adults.
- Children may begin to show preferences for particular books, join in with repeated phrases or actions, and develop play linked to familiar stories and characters.
- Opportunities for mark making and drawing will support children to explore early writing skills and begin to use marks with meaning in their play.
- Children will develop early phonological awareness through listening to sounds, rhymes and songs, while building vocabulary through repeated language experiences and supported interactions.
- Some children may begin to recognise print in the environment, use print within play, write recognisable letters or begin to attempt simple sounds or words with support.

Early Discovering	Early Developing
- Children will begin to discover early ways to communicate their preferences for sounds and rhythm and rhyme through eye contact, gestures, objects of reference and symbols. - Children will begin to discover the skills of tracking sounds and movements in preparation of mark making. - Children will begin to discover their early independence through exploring a variety of reading materials and sounds in their environment through sensory experiences e.g., instrumental, voice and body sounds. - Children will begin to engage and discover a variety of malleable materials and begin to make marks with support. - Children will begin to actively explore and discover and explore a range of early sounds in their immediate community e.g. sound cues, the bell, sensory stories. - Children will begin to discover their own body and strengthen core stability and proprioception in preparation for mark making.	- Where appropriate- children will begin to develop their early communication through blending the sounds in words that contain individual sounds taught so far e.g., set 1 sound's s-a-t. - Children will begin to communicate with key words about their own experiences. - Children will begin to retell and/or attempt to write words from a familiar story using their set 1 sounds. - Children will develop their early independence in literacy, through choosing to read a book and choosing to write and form some recognisable letters using their knowledge of set 1 sounds e.g. attempting to write a list of food from the hungry caterpillar - Children will begin to develop their early awareness and understanding of text, print and symbols in their immediate and local community e.g., supermarket logos, sign for toilet. - Children will begin to use their knowledge of set 1 pure sounds when in the community e.g. beginning to use initial sounds to write a shopping list
Neuroinclusive Education Network (NEN) Links	
Communication and Interaction: - Communication information/ commenting on events - Listening and understanding Interests, Routines and Processing: - Special interests - Problem solving and thinking skills Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning	Interests, Routines and Processing: - Special interests - Problem solving and thinking skills Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning

Curriculum Implementation

Progression – Maths



For pupils at Rosebank in the early years, mathematical development in number and numerical patterns is taught through meaningful, practical and play-based experiences that develop curiosity, confidence and problem-solving skills.

Children are supported to explore numbers, counting, quantity, pattern and relationships through real-life activities, songs, sensory play and everyday routines. These early mathematical experiences help pupils recognise patterns, make connections, compare, sort and begin to understand how numbers are used in the world around them.

Through a stage-not-age approach, each child is supported to develop secure mathematical foundations at their own pace, preparing them for future learning and increasing their independence in everyday life.

Birth-to-five Matters Links

Number
Numerical Patterns

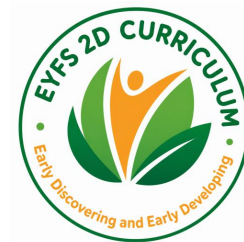
Development Matters Links

- Children will be supported to develop early mathematical understanding through songs, play and practical experiences.
- They will join in with number rhymes and begin to notice changes in amount during everyday activities.
- Children will explore concepts such as "more," "lots," "big" and "small" through play and supported interactions.
- They will develop early counting behaviours, including reciting numbers, matching objects and beginning to link numbers to amounts.
- Through building, puzzles and sensory play, children will explore shape, size, weight and space, and begin to notice and copy simple patterns.
- Children will be encouraged to compare quantities and explore simple mathematical problems within real-life situations.
- They will also begin to develop an understanding of position and direction by following simple routes or routines, sequencing familiar events, and exploring early number concepts including number composition and simple number bonds with support.

Early Discovering	Early Developing
- Children will begin to discover early ways to engage with maths-based objects and items and begin to communicate their understanding of the purpose of these e.g. lining objects, sorting by their own criteria. - Children will begin to engage with and discover early mathematical concepts through exploration and sensory experiences e.g. tipping and pouring from containers when engaging in water play. - Children will begin to explore their immediate community and discover early understanding of their own body in the space e.g. knowing they can fit in a tent.	- Children will begin to develop early ways to communicate through simple mathematical language what their understanding of number and shape e.g. naming shapes, joining in number rhymes. - Children will begin to develop their early understanding of number, shapes problem solving e.g. 1:1 correspondence, not enough plates at snack time, shape sorter with support. - Children will begin to explore and develop early understanding of number and shapes in their local environment/community e.g. number on the bus, table top is square.
Neuroinclusive Education Network (NEN) Links	
Interests, Routines and Processing: - Special interests - Problem solving and thinking skills Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning Independence and Community Participation: - Independent Living - Road safety and travel	Interests, Routines and Processing: - Special interests - Problem solving and thinking skills Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning Independence and Community Participation: - Independent Living - Road safety and travel

Curriculum Implementation

Progression – Understanding the World



For pupils at Rosebank in the early years, Understanding the World is developed through meaningful, practical and sensory experiences that encourage curiosity, exploration and a sense of belonging. Children are supported to discover the people, places and communities around them, building an understanding of their own experiences while learning about the wider world.

Through exploring nature, different environments, cultures, celebrations and local community members, pupils develop awareness, respect and confidence in interacting with others.

A stage-not-age approach ensures that every child is supported to make sense of the world at their own pace, laying the foundations for lifelong learning, communication and participation in their community.

Birth-to-five Matters Links

People and Communities
The World
Technology

Development Matters Links

- Children will be supported to develop awareness of themselves, familiar people and the world around them through play, sensory exploration and shared experiences.
- Using their preferred method of communication, children will be encouraged to recognise and respond to familiar adults, family members and people within their school community.
- They will explore photographs, stories and objects linked to familiar experiences and begin to notice similarities and differences between people, places and routines.
- Where appropriate, children will be supported to engage with stories, maps and visual resources to develop awareness of different environments, celebrations and ways of life.
- Through outdoor exploration and sensory experiences, children will notice changes in the natural world, including weather and seasons, and begin to comment on what they see, hear and feel in their environment.

People and Communities The World

Early Discovering

- Children will begin to discover early ways to communicate their understanding of the world through gestures, eye contact and symbols e.g., pointing to a familiar adult, choosing to explore outside using a symbol.
- Children will begin to discover early independence in their understanding of the world, by showing a preference for how they explore through their preferred schema e.g., trajectory throwing flour into the air, transporting objects around the classroom and orienteering viewing the classroom upside down.
- Children will begin to discover and early understanding of the world within their immediate community by exploring materials and textures indoors and outdoors, sense of self within their classroom and at home and recognising familiar adults.
- Children will begin to use their senses to experience festivals and celebrations e.g., tasting chapatti at Diwali.

Early Developing

- Children will begin to develop early ways to communicate their understanding of the world through their preferred means of communication.
- Children will begin to develop early independence in their understanding of the world by making their own decisions about their learning e.g., wanting to work outside or inside.
- Children will begin to develop understanding how we celebrate festivals.
- Children will begin to understand similarities and differences between themselves and their peers.
- Children will begin to develop an early understanding of the world within their local community by experience and caring for their natural world.
- Children will begin to understand that they are part of a community at school and at home and that others make the community.
- Children will develop an early understanding of people who help them in school and in their local community.

Neuroinclusive Education Network (NEN) Links

Communication and Interaction:

- Communicating information/commenting on events

Social understanding and relationships:

- Positive relationships and friendships (peers)

Emotional Understanding and Self-Awareness:

- Self- awareness
- Developing confidence and self-esteem

Healthy Living:

- Relationships and sex education

Communication and Interaction:

- Communicating information/commenting on events

Sensory Processing:

- Understanding and expressing own sensory needs
- Responding to sensory interventions
- Increasing tolerance of sensory input
- Managing own sensory needs

Interests, Routines and Processing:

- Special interests
- Problem solving and thinking skills

Learning and Engagement:

- Learning through play
- Motivation and engagement
- Organisation and independent learning

Healthy Living:

- Keeping healthy

Technology

Early Discovering

- Children will begin to discover how things work by exploring a range of objects, toys and technologies, noticing changes and responses through their actions.
- Children will begin to discover cause and effect by exploring actions such as pressing, pushing, turning, touching and activating switches to create a response.
- Children will begin to discover a range of tools and technologies to support their exploration, creativity and problem-solving, including digital technologies such as tablets and cameras, alongside everyday objects and sensory resources

Early Developing

- Children will begin to explore how things work – from mechanical toys and household objects to simple digital devices.
- Children will begin to develop curiosity about cause and effect – such as pressing buttons, turning knobs, or using touchscreens.
- Children will begin to use tools and technologies to support their play, creativity, and problem-solving – both digital (e.g., tablets, cameras) and non-digital (e.g., pulleys, torches).
- Children will begin to understand the purpose of technology in the world around them – seeing how adults use it in daily life (e.g., scanning shopping items, using a phone or remote).

Neuroinclusive Education Network (NEN) Links

Interests, Routines and Processing:

- Special interests
- Problem solving and thinking skills

Learning and Engagement:

- Learning through play
- Motivation and engagement

Interests, Routines and Processing:

- Special interests
- Problem solving and thinking skills

Learning and Engagement:

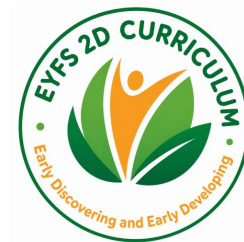
- Learning through play
- Motivation and engagement
- Organisation and independent learning

Healthy Living:

- Keeping healthy
- Personal safety
- Road safety and travel
- Leisure

Curriculum Implementation

Progression – Expressive Arts and Design



For pupils at Rosebank, expressive arts and design is taught through meaningful, practical and play-based experiences that develop creativity, confidence, communication and self-expression. Children are supported to explore creating with materials, being imaginative and expressive, and music through open-ended art activities, sensory exploration, role play, movement, singing, instruments and everyday experiences. These creative opportunities help pupils experiment with different materials, sounds, colours, textures and ideas, express their thoughts and feelings, develop their imagination and communicate in their own unique ways. Through a stage-not-age approach, each child is supported to develop their creative skills and confidence at their own pace, preparing them for future learning while promoting independence, wellbeing and a lifelong enjoyment of creative expression.

Birth-to-five Matters Links

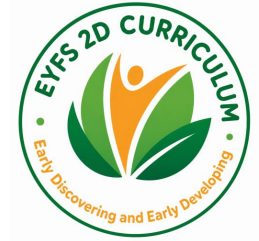
Creating With Materials
Being Imaginative and Expressive

Development Matters Links

- Children will be supported to explore sounds, music, movement and creative activities through sensory play and shared experiences. They will be encouraged to respond to music and familiar sounds by listening, joining in, moving or dancing in ways that feel comfortable to them.
- Children will begin to anticipate familiar actions, words or rhythms in songs and rhymes, and explore making sounds using their voices, instruments and different sound makers.
- Through a range of creative opportunities, children will explore materials such as paint, chalk, glue, clay, fabric and paper to make marks, create pictures and investigate colour and texture. They will be supported to develop pretend play and imaginative skills, join and manipulate materials, and make simple models or creations.
- Using their preferred method of communication, children will be encouraged to express preferences, share feelings about their own and others' creations, work alongside others in collaborative activities, and show or present what they have made.

Early Discovering	Early Developing
- Children will begin to communicate their preferences to musical sounds, textures, materials and colours. They will discover early experiences of sensory stimulus and exploration e.g., paint, musical instruments, exploring play dough. - Children will begin to discover early independence when engaging in arts and design this will include music. - Children will begin to show a preference to which mediums they like and use this in music, art and design e.g. using hands in paint, choose a drum instead of bells. - Children will begin to explore their immediate community and discover early experiences of art, design and music around them and begin to make preferences e.g., choosing to go to the cause-and-effect toys or the chalks outside.	- Children will begin to communicate their own ideas and preferences within music and develop early artistic techniques in art and design e.g., using a paint brush to make marks, making a diva with clay, banging a drum. - Children will begin to develop their early understanding of arts and design including music and make choices about tools and colours they prefer to use and techniques they prefer e.g., splatter painting for fireworks, watery blue paint for the sea. - Children will begin to develop their early understanding of art, design and music in their local community e.g., knowing where the aprons are and the painting table is.
Neuroinclusive Education Network (NEN) Links	
Communication and Interaction: - Communicating information/commenting on events Social understanding and relationships: - Being with others - Interactive play - Positive relationships (supporting adults) - Positive relationships and friendships (peers) - Group activities Emotional Understanding and Self-Awareness: - Developing confidence and self-esteem Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning Independence and Community Participation: - Leisure	Communication and Interaction: - Making requests - Communicating information/commenting on events - Listening and understanding - Non-verbal communication Social understanding and relationships: - Being with others - Interactive play - Positive relationships (supporting adults) - Positive relationships and friendships (peers) - Group activities Emotional Understanding and Self-Awareness: - Developing confidence and self-esteem Learning and Engagement: - Learning through play - Motivation and engagement - Organisation and independent learning Independence and Community Participation: - Leisure

Curriculum Implementation



To support engagement, communication, and holistic development, our approach includes the following key elements:

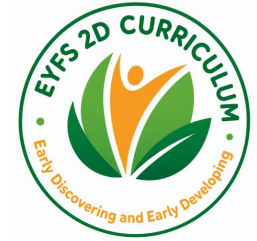
- Regular Use of Attention Autism
Deliver attention-building sessions multiple times a week to develop shared focus and anticipation in an engaging, visual way.
- Frequent, Child-Led Intensive Interaction
Use Intensive Interaction spontaneously and often, following the child's lead to promote connection and early communication.
- Embedded Sensory Activities
Provide continuous access to sensory play throughout the provision, including food fun, messy play, and sensory stories.
- High-Level Use of AAC
Make AAC tools (e.g. communication boards, books, and switches) highly visible, accessible, and consistently used across the day by all staff to model language and support expression.

Curriculum Implementation



- Short and Sweet Sessions
Keep focused activities brief, lively, and engaging to match children's attention spans and reduce cognitive overload.
- Total Communication Approach
All staff use signing, gestures, symbols, objects of reference, and spoken language together to support understanding and expression for all learners.
- Balanced Familiarity and Challenge
Offer a mix of familiar and new activities to build confidence, support routine, and encourage exploration and risk-taking.
- Rich Use of Music and Singing
Integrate songs, rhymes, and rhythm throughout the day to support regulation, routine, memory, and communication.
- Multisensory Learning
Use a combination of touch, movement, sound, visuals, and smell to support all learning experiences, helping children process and retain information.

Curriculum Implementation



- Personalised 1:1 Activities
Prioritise time for individualised support, tailoring experiences to each child's interests, needs, and communication style.
- Reduced Focus on Large Group Time
Minimise compulsory group sessions; focus instead on smaller, flexible groups or 1:1 interactions that suit the children's attention and engagement levels.
- Rethinking Routine Group Sessions
Move away from repetitive "Good Morning" and weather sessions unless they hold specific value for individual children; instead, use time more meaningfully to engage, connect, and regulate.
- Moving Away from Traditional Area Models
Shift from rigid provision areas to more fluid, needs-based zones that respond to individual interests, sensory needs, and communication styles.
- Less Table-Time, More Practical Learning
Decrease formal, table-based work in favour of hands-on, real-life, and play-based experiences, using tools like the interactive whiteboard to enhance rather than dominate sessions.

Curriculum Implementation

Planning Expectations and Proformas



Planning will be termly and presented as a bank of learning opportunities, rather than a set plan with a learning objective, success criteria and lesson sequence.

By planning this way, we allow ourselves to:

- Choose learning opportunities each day based on pupil levels of engagement and emotional/sensory regulation.
- Plan open-ended learning activities that can be adapted to meet the need of a range of learners in your classroom.
- Accept that our pupils will not always learn what we plan for them to learn, but that there is valid learning in all they do – **listening, responding, learning!**

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 3D curriculum when children move on from Saplings class.
- 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:

Early
Discovering

Evidence for Learning
Engagement Model (on EFL)

Early
Developing

Evidence for Learning
Arbor (Writing, Reading, PV & SSM)

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

EYFS Baseline assessments will be completed in the Autumn Term. End of EYFS assessments will also be completed and reported to the Local Authority in the Summer Term.

