



Exploration Pathway Curriculum Rationale



What is our Exploration Pathway?

Exploration pathway	
Pupils:	
	In addition to their primary needs, pupils within this pathway may have complex communication, sensory, social and emotional needs. These factors may cause barriers to their engagement and access to the academic offer.
Provision:	
	The curriculum offered will include a combination of therapeutic and academic learning through accessible timetabling. Working with high expectations, we will support pupils to engage with the full curriculum but also recognise that at times pupils will need varying amounts of additional therapeutic support to access learning. Pupils will be supported by staff who are responsive to their needs and circumstances to ensure they offer an appropriately balanced and flexible approach to learning. Pupils will access the National Curriculum with an emphasis on core subjects and the learning outcomes on their EHCPs. Progress is measured holistically through a combination of academic and therapeutic achievements. This includes engagement, readiness for learning, communication and social skills. The provision for these pupils may take place in a variety of learning environments. These are appropriately stimulating, structured and well-organised to meet the needs of pupils.
Aspirational Aim:	
	Our aspirational aim is that over time we support our pupils to decrease barriers, increasing their access to positive learning experiences. Our pupils will meaningfully access the opportunities available to them with the functional communication, core academic and wellbeing skills that they



	need, enabling them to become as independent as possible and to be valued active members of their community.
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What is our curriculum designed to do?

Our learners start in our EYFS phase of the school (see relevant rationale). They can stay in this phase until the end of year 2, if needed or appropriate, before joining one of our other three pathways, in this case the Exploration pathway.

We aim to provide a curriculum that meets the core needs of the learners within it. Our curriculum design acknowledges the barriers to learning that our young people face, and aims to support them to overcome these to be able to access the learning that will allow them to develop the key skills they need for life beyond school.

Parents and staff identify that both communication and independence are a priority for life beyond school for these learners. Emotional and sensory regulation are also key priorities to enable the learners on this pathway to access the broader educational offer that will support them to develop the skills they need. Therefore there is a balance of both academic and therapeutic offers within the curriculum for this pathway, as described below.

The learners and their needs:

For the cohort within the Doubletrees Exploration pathway the barrier to learning that most of our learners experience is that of communication. Most are non-verbal or with significant language and communication needs. They are not able to undertake subject specific, compartmentalised learning. They also have high sensory needs and require regular movement and sensory breaks. Learners within this pathway need a high level of repetition over long periods of time to acquire and retain new skills. Within our Exploration pathway, we have two distinct cohorts of learners. The Explore cohort are more able to attend to adult directed activities and engage in the early stages of subject specific learning, their engagement is slightly more sustained and they are learners who are developing their ability to begin to undertake activities with some independence.

Our Explore Plus cohort have more complex sensory needs and require significantly more therapeutic input to ensure they remain regulated and able to engage. They are mainly focused on their own agendas and needs, so any engagement with adult directed tasks may be fleeting. They may be unaware of their peers or may find the unpredictability of their peers challenging, therefore their provision is within smaller classroom groups in a low arousal provision

Structure of learning:

Learning mostly happens through play. It must be highly motivating for learners to engage with it and delivered in short bursts with time to regulate in between adult led opportunities. Adult directed learning sessions are mainly delivered through small group or 1:1 sessions, rarely through whole class sessions. Learning is often taken to the learners and what they are engaging in, rather than the learners brought to the learning.

Learning is through thematic activities that enable key skills to be threaded and interwoven throughout the school day and opportunities for constant revisiting and overlearning over the course of each term.

The role of the adults in learning:

The staff need to act as communication partners, supporting learners to develop the skills to articulate wants and needs, whilst interpreting their current communications and ensuring learners are communicated too effectively so that learners both understand what is happening and are given the time to process this with appropriate resources to support. Adults also will act as play partners, playing alongside to facilitate and narrate/extend play.



Adults frequently support learners with co-regulation, either within the classroom, or outside of it at times when the learners are struggling to access this space (particularly within the Explore Plus cohort)

How does this match our vision and values?

Achieve

- The pathway supports every learner to reach their **unique potential** by combining **academic and therapeutic learning**.
- High expectations are maintained, with progress measured **holistically**—academically, socially, and emotionally.
- Learners are empowered to develop **functional skills** for life beyond school, promoting pride in their achievements.

Belong

- A strong emphasis is placed on creating a **safe, structured, and nurturing environment** where learners feel secure and valued.
- The curriculum includes emotional literacy and trauma-informed practices to foster a **sense of belonging** and emotional safety.
- Learners are supported to build **personal independence** and community awareness.

Communicate

- Communication is a **central focus** of the pathway, recognising it as a key barrier for many learners.
- A **Total Communication approach** is embedded, with structured teaching of communication skills and social interaction.
- Learners are given the tools to express themselves, understand others, and build **meaningful relationships**.

Develop

- The curriculum is designed to develop **core academic, life, and wellbeing skills**, tailored to each learner's EHCP outcomes.
- It includes **independence training**, emotional regulation, and thematic learning to support **holistic development**.
- Collaboration with families and external agencies ensures that development is **personalised and aspirational**.

Enjoy

- The pathway offers a **rich, engaging, and inclusive curriculum** that balances structure with creativity and exploration.
- Learners participate in **creative arts, sensory experiences, and physical activities**, making learning enjoyable and meaningful.
- The school environment is one where learners **want to be**, fostering joy and curiosity.

How is our curriculum implemented?

The curriculum for all of our pathways is structured into 4 core areas:

- Feeling safe in my world
- Exploring my world



- Accessing my world
- Interacting with my world

These broadly link to the areas of the EHCP in the following way:

Feeling safe in my world	Social, emotional and mental health outcomes
Exploring my world	Cognition and learning outcomes.
Accessing my world	Sensory and physical outcomes
Interacting with my world	Communication and interaction outcomes

As such, opportunities to work towards personal EHCP outcomes are embedded throughout the day.

Feeling safe in my world.

To access learning, our learners need to primarily have their basic care needs met. This not only includes their physical needs, such as intimate care, food, water, sleep, but also their emotional needs. To be able to access learning our learners need to feel safe enough to do so.

At Doubletrees School, we recognise that curriculum access does not begin with content, but with connection. Pupils learn most effectively when they feel safe, understood and regulated. Attunement — the process by which adults notice, interpret and respond to pupils' communication, emotional state and sensory needs — is therefore the essential foundation for all learning.

Across all pathways, adults prioritise relational connection, co-regulation and responsive interaction before introducing structured teaching. This ensures that pupils are emotionally and cognitively ready to engage, reducing barriers to learning and increasing participation, independence and progress

In the Exploration pathway, pupils are developing increasing independence as learners. Attunement continues to play a critical role in ensuring pupils feel secure, included and ready to engage with more ambitious curriculum content.

Adults support pupils to understand expectations, manage transitions, communicate ideas and develop resilience. Through attuned practice, pupils are empowered to take risks in learning, engage in group contexts and sustain attention, enabling access to a broad and challenging curriculum.

Exploration Attunement for Curriculum Access

Stage	Description
Stage 1: I feel secure, included and ready	A consistent, supportive environment promotes emotional readiness.



Stage 2: I understand expectations	Clear routines and communication supports enable preparation for learning.
Stage 3: I can engage alongside others	The pupil participates in group learning and shared tasks.
Stage 4: I can express myself and take risks	The pupil communicates ideas and develops confidence in learning.
Stage 5: I can access challenge and make progress	The pupil engages in a broad and ambitious curriculum with increasing independence.

Attunement in the Exploration pathway underpins confidence, resilience and readiness for challenge.

To facilitate this, a strand of our curriculum is Emotional Literacy. We support our learners to understand and communicate their feelings through Emotional Coaching and modelling by adults, with opportunities though out the day built in to check in with the learners as to how there are feeling, using a Total Communication approach.

We are a Trauma Informed school and therefore apply the neuroscience of Mental health and ill health, using Panksepp's emotional system, the neuroscience of emotion, known as affective neuroscience. We use the Motional assessment tool to measure and track the areas of Panksepp's emotional systems, seeking to promote the CARE, SEEKING and PLAY systems (those that promote pro-social chemicals), whilst reducing those of RAGE, FEAR, PANIC/GRIEF (systems that trigger stress hormones). Activities to promote the CARE, SEEKING and PLAY systems are planned for through termly universal snapshots and delivered regularly. This is supplemented by comprehensive snapshots and individual interventions for learners in need of further support. This forms the Emotional Literacy strand of our curriculum.

Exploring my world

There are three key sub areas to this strand of our curriculum:

- Core
- Thematic
- Independence

Core areas:

The core subjects are Communication & Literacy, Cognition & Maths, PHSE and Physical Education. These have been identified and prioritised as containing the key skills our learners will need to develop to support them with life beyond Doubletrees for the following reasons. Acquiring functional Literacy and Maths skills that will allow our young people to access their community, health services and promote independence is a key priority for the learners in this pathway. A PHSE curriculum that supports learners to understand how to



keep themselves safe (both mentally and physically), how to access help and support where needed, how to stay safe online, as well as relationship and sex education, are also of paramount importance. Staying physically fit and active, alongside the social and community aspects that are facilitated by Physical Education is also a core priority. Therefore these four areas form our core curriculum.

Independence:

Through this learners learn how to perform their own self care (toileting, dressing/undressing, personal hygiene), plus eating, drinking and preparing food with as much independence as they are able. Learning how to stay safe, for example when crossing the road, when being in the kitchen, are also learnt. Our learners also learn boundaries – how to accept when a preferred task is finished, how to follow adult directions, what is safe behaviour whilst out in the community, such as crossing the road are also learnt.

Thematic:

In order to develop aspirations and interests to support choices beyond school, there are a further three areas of this strand and they form the thematic curriculum:

- Creative and expressive arts – where learners are able to express themselves and explore ways of communicating using a variety of creative mediums and materials/resources.
- Exploration – where learners explore the differences between people, places and cultures through immersive sensory experiences, focusing on developing their understanding of self and others.
- Investigation – Where learners develop an understanding of cause and effect, including technology.

Each term has a different theme to engage, motivate and hook our learners into their learning. Enjoyment is another of our core values, therefore we aim to deliver our core curriculum through themes that the learners are interested in and will enjoy. As learners working within this pathway are all learning at a level that typically remains at pre-subject specific learning, the curriculum is a skills based, spiralling curriculum, where learners develop key identified skills, known as pre-requisite steps, that are delivered through the range of themes over the course of the year, allowing opportunities to embed learning and rehearse and apply skills in a range of different contexts.

Learning outside the classroom:

Learning Outside the Classroom (LOtC) within the Exploration Pathway refers to purposeful learning that takes place beyond the traditional classroom, including outdoor spaces, sensory environments, therapeutic areas and everyday routines such as snack, toileting and personal care. It is used as a core approach within the pathway to meet the complex communication, sensory, emotional and independence needs of learners by providing meaningful, motivating and regulation-supportive experiences. Learning is embedded through play, movement and real-life contexts, with adults acting as communication partners and co-regulators, and academic, communication and EHCP targets woven naturally into activities. Non-structured times, such as self-care routines and snack, are treated as valuable learning opportunities where learners practise functional communication, follow routines, build independence and develop interoceptive awareness within calm, predictable environments. LOtC is used because it supports readiness to learn, reduces anxiety, and enables learners to generalise skills across settings. Its impact is seen in



increased engagement, improved emotional regulation, greater independence in daily routines, stronger communication intent, and learners' growing confidence to explore, interact with and enjoy the world around them.

Accessing my world

To access any part of our offer, our learners need to be calm, regulated and feel safe, therefore this strand is a therapeutic one, to support sensory and physical regulation. Many of our learners have therapy plans which are timetabled throughout the day either in the classroom or in the dedicated spaces within the school. This is supplemented by ad hoc interventions when learners indicate or communicate that they need a regulation break. The amount of therapeutic intervention each learner received on any given day, varies based on their need at that time.

Interacting with my world

This strand focuses on communication to support learners to understand what is happening around them, for them to express their basic wants and needs and to support positive and enriching social opportunities that will support them later in life to be active citizens within their community.

As well as being emersed in a Total Communication environment, where they are exposed to lots of different models and methods of communication, learners are explicitly and systematically taught communication skills, through the Core Work curriculum. This allows the building of the most commonly used vocabulary (sign/symbol/verbal) through short structured sessions that are then revisited throughout the day.

They are supported to develop awareness of others and have meaningful social interactions, through structured social sessions and opportunities for scaffolded turn taking.

There is a full communication offer available with more details.

What does a typical day in an Exploration class look like?

Classes within this pathway teach sessions at different times throughout the day, both to meet their learners needs and to facilitate access to shared spaces. Here are the typical areas of learning you will see taking place during the day in an Exploration classroom.

- Emotional regulation including motional activities
- Good morning, welcome
- Phonics
- Sensory regulation activities
- Handwriting and fine motor skills
- Literacy TEACCH trays or individual learning 1:1 activities
- Self-help skills and independence
 - Communication, social and communication skills, self-help and self-care skills(through snack)
- Physical development session
- Maths
- Maths TEACCH trays or individual learning 1:1 activities



- Therapy plans and targets in the SI room or sensory room
- Self-help skills and independence
 - Communication, social and communication skills, self-help and self-care skills (through lunch)
- Physical development breaks
- Core word of the week
- Thematic activities/learning
- Therapy plans and targets in the SI room or sensory room
- Self-help skills and independence
 - Learning sessions –
- Sensory regulation
- Sensory stories
- Goodbye/ reflection/transition sessions

How do we know our curriculum is successful?

Learners are assessed through personalised learning goals (PLGs). They have PLGs for their EHCP outcomes and for English and Maths outcomes, all of which are personalised to the individual, accounting for their own barriers and needs.

Progress is also captured and celebrated for the wider curriculum both therapeutic and academic. We use learning journeys to track engagement and progress in most of the curriculum areas, so that access to the full range of opportunities can be seen, alongside the progress within the opportunities offered and towards the defined endpoints, both within the EHCP and for life beyond school.

What is the long term scheme of work?

The school is structured into our EYFS phase, then Lower school, Middle School and Upper school. Each phase of the Lower, Middle and Upper schools have a four year rolling programme.

For the core curriculum, the Long term overview is as follows:

Lower school:



 Doubletrees School Lower School long term Exploration curriculum map 			
Year 1			
Theme	Autumn Above and Beyond	Spring Rainforests	Summer People who help us.
Key ideas through which Investigating and Exploring the World curriculum strands are taught.	- Space - The Earth and beyond - Faraway places - Taking care of our planet	- Living things and their environment - Habitats and shelters	- Emergency services - Communities and local services - Charities and helping others
Literacy and Communication	F6 – Poetry & Chant/rhyming texts NF3 – Using books & information sources to seek information F2 – Drama/Role Play/Film & TV Recommended Texts – Toy Story, Whatever Next, here we go Sensory Story– Rocket Ride (Barefoot books) Sensory story folder – You might be an alien	F1 – Cultural stories/seminal world literature F5 – Myths, legends & fables NF2 – Dictionaries, timetables, lists & websites Recommended Texts – Rumble in the jungle, Dear Zoo Sensory Story- Walking through the jungle	F5 Myths, legends and fables F4 – Nursery rhymes and poetry. NF 3 – Using books and information sources to seek information Recommended Texts – The boy who sailed the world, Captain Cook and Dora the explore Sensory story – People who help us – Twinkl
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	CHANGING AND GROWING- Different types of relationships MANAGING FEELINGS- Identifying feelings and expressing feelings	HEALTHY LIFESTYLES- Taking care of physical health SELF CARE, SUPPORT AND SAFETY- Trust	SELF-AWARENESS- People Special to us THE WORLD I LIVE IN- Taking Care of the Environment
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance Skills focus: Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games Skills focus: Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities Skills focus: Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Drawing (1) – line and space <i>Encountering, exploring and developing understanding of mark making and the use of hands and feet to create line and space.</i>	My Art: Collage (1) – pattern, texture, form. <i>To encounter, copy and continue a pattern using a variety of objects and materials.</i>	My Art: Drawing (2) – line, shape and tone <i>Encountering, exploring and developing understanding of line and shape.</i>
Music	Charanga SEND Unit 1 Introducing Instruments	Charanga SEND Unit 2 Exploring Instruments	Charanga SEND Unit 3 Choosing Instruments
Work related learning, Employer encounters and community engagement	Taking Care of our planet.	Gardening skills Allotments	Looking at work uniforms for different careers.



 Doubletrees School Lower School long term Exploration curriculum map 			
Year 2			
	Autumn	Spring	Summer
Theme	Weather & Seasons	Getting about	Seaside
Key ideas through which Investigating and Exploring the World curriculum strands are taught.	- Changes in seasons - Choosing clothes - Outdoor or indoor activities - Differences and changes	- Forms of travel - Planning and taking a trip - How things move - Movement and Rhythm	- Variation and classification - Our local area - Keeping safe
Literacy and Communication	NF2 – Managing and using information – Dictionaries, timetables, lists and websites F6 – Poetry & chant, rhyming texts F1 – World Literature/Cultural Stories Recommended Texts – Weather and Seasons. Nonfiction Whatever the weather Sensory story - MR maize 'late summer days' Sensory soup website Sensory story folder – The autumn forest Sensory story folder – Hot Sensory story folder – Cold Sensory story folder – Winter wonderland Sensory story folder – The sun will come out Sensory Story: 'The Sun Will Come Out Tomorrow'	F4 – Nursery rhymes & rhymes, poetry & world war poetry NF3 – Using books & information sources to seek information F2 – Drama/Role Play/Film & TV Recommended Texts – All aboard the London Bus and The Little Train Sensory Story – We go travelling (Barefoot books) Sensory story folder – Town and Country	F5 – Myths, legends & fables NF2 – Dictionaries, timetables, lists & websites F6 – Poetry & Chant/rhyming texts Recommended Texts – The Lighthouse Keepers lunch and Snail and Whale Sensory Story – Hole in the bottom of the sea (Barefoot Books) Sensory story folder – The blue Abyss Sensory story folder – Am I a pirate?
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	SELF AWARENESS- Kind and Unkind THE WORLD I LIVE IN- Respecting differences	HEALTHY LIFESTYLES- Keeping well SELF CARE, SUPPORT AND SAFETY- Keeping safe	CHANGING AND GROWING- Dealing with touch MANAGING FEELINGS- Managing strong feelings
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance <u>Skills focus:</u> Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games <u>Skills focus:</u> Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities <u>Skills focus:</u> Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Sculpture (1) form and space. <i>Encountering 2D and 3D shapes. Exploring various 3D shapes. Developing understanding of how to make various 3D shapes.</i>	My Art: Sculpture (2) form, shape and pattern <i>Encountering, exploring and developing understanding of 3D sculpture.</i>	My Art: Painting (4) – Colour pattern and space <i>Encountering, exploring and developing understanding of the colour pattern and space used in aboriginal art.</i>
Music	Charanga SEND Unit 4 Introducing sway	Charanga SEND Unit 5 Introducing March	Charanga SEND Unit 6 Introducing Loud and quiet
Work related learning, Employer encounters and community engagement	Growing food Outdoor and indoor jobs	How do we travel? Looking at transport such as buses, taxis, trains etc	Seaside jobs Fishing and fishermen



 Doubletrees School Lower School long term Exploration curriculum map 			
Year 3			
Theme	Autumn Wonderful Me	Spring Carnival of the animals	Summer Exploring
Key Ideas through which Investigating and Exploring the World curriculum strands are taught.	- Ourselves (Animals including humans) - What makes me special? - My family	- Animals including humans (skeletons and movement) - Variation and classification - Grouping and sorting - Similarities and differences	- Exploring new places - Differences between places - Special places
Literacy and Communication	F3 – Fairy tales/traditional stories & Stories of British culture NF1 – Functional reading – recipes, instructions, social sight vocabulary F1 – Cultural stories/seminal world literature Recommended Texts – I like myself and Colour Monster Sensory story – We are all different sensory story – Twinkl	F5 Myths, legends and fables F4 – Nursery rhymes, poetry and world war poetry. NF1 Functional reading – recipes, instructions and social sight vocabulary Recommended texts – Noah's ark, Rainbow Fish to the rescue, Giraffes can't dance and Pete's dragon Sensory Story – Animal Boogie (Barefoot Books) Sensory story folder – Are you a lion? Sensory story folder – you might be a dragon	F3 Stories of British culture, traditional stories F1 – World Literature/Cultural Stories NF 3 – Using books and information sources to seek information. Recommended texts – Oi Get off my train, Handa's surprise, The Gruffalo Sensory story – The Gruffalo on Twinkl Sensory story folder – Town and country
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	HEALTHY LIFESTYLES- Healthy Eating SELF CARE, SUPPORT AND SAFETY- Taking care of ourselves	SELF AWARENESS- Playing and working together THE WORLD I LIVE IN- Rules and Laws	CHANGING AND GROWING- Changes at puberty MANAGING FEELINGS- Identifying and Expressing feelings
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance <u>Skills focus:</u> Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games <u>Skills focus:</u> Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities <u>Skills focus:</u> Outdoor Exploration, Cooperation & Physical Challenge
CEA - Art	My Art: Collage (2) – Faces and everyday objects using line and form. <i>Encountering differing artists who use food, junk etc. to create images of faces.</i>	My Art: Sculpture (3) – form, shape and space <i>Encountering clay and shaped clay. Exploring the versatility of clay. Developing understanding of sculpture.</i>	My Art: Textiles (1) – weaving <i>To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface. To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.</i>
CEA - Music	Charanga SEND Unit 7 Contrast	Charanga SEND Unit 8 Imitation	Charanga SEND Unit 9 Waltz
Work related learning, Employer encounters and community engagement	Talents and aspirations What am I good at?	Looking after animals	Travel agents and travel jobs Taxis, buses, cars, trains



 Doubletrees School Lower School long term Exploration curriculum map 			
Year 4			
Theme	Autumn Home Sweet Home	Spring Colour	Summer Cornish Picnics
Key ideas through which Investigating and Exploring the World curriculum strands are taught.	- My home - Different types of home - Building shelters using different materials	- Light and dark, shadows - Sound and hearing - Expressing emotions through colours	- Teeth - Healthy eating - Planning an event - Knowledge of local areas
Literacy and Communication	NF1 – Functional reading – recipes, instructions, social sight vocabulary F3 – Fairy tales/traditional stories & Stories of British culture F4 – Nursery rhymes & rhymes, poetry & world war poetry Recommended Texts – Bird House, There was an old lady who lived in a shoe, Three Little pigs, Peace at last Sensory Story– A journey home (Barefoot Books) Sensory story folder – Town and country	F3 Stories of British culture, traditional stories F5 Myths, legends and fables F4 – Nursery rhymes, poetry and world war poetry. Recommended texts – Coloured days, Elma, The Day the Crayons Quit, Rainbow fish colours book. Sensory story - 'The Colour Monster' Story Dough Sensory Story folder – Exploring colours	NF1 Functional reading – recipes, instructions and social sight vocabulary F1 – World Literature/Cultural Stories F6 – Poetry & chant, rhyming texts Recommended Texts – Recipes, Hungry caterpillar, I can eat a rainbow, Charlie and the chocolate factory Sensory Story – Driving my tractor (Barefoot Books) Sensory story folder – The sun will come out Sensory Story: 'The Sun Will Come Out Tomorrow'
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	SELF AWARENESS- Things we are good at THE WORLD I LIVE IN- Jobs people do	CHANGING AND GROWING- Baby to adult MANAGING FEELINGS- Managing strong feelings	HEALTHY LIFESTYLES- Taking care of physical health SELF CARE, SUPPORT AND SAFETY- Keeping safe online
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance <u>Skills focus:</u> Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games <u>Skills focus:</u> Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities <u>Skills focus:</u> Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: digital media (1) – line, colour and pattern <i>Encountering line and pattern. Exploring using digital media to create ideas for differing media. Developing understanding of creatively using digital media.</i>	My Art: Collage (4) – Texture <i>Encountering and Exploring different textures</i>	My Art: Digital Media (2) photography, photomontage – Surrealism <i>Experiencing the possibility and potential of digital media. Exploring surrealist invention and free form. Developing understanding of Surrealism.</i>
Music	Charanga SEND Unit 10 March	Charanga SEND Unit 11 Loud and Quiet	Charanga SEND Unit 12 Boogie Train
Work related learning, Employer encounters and community engagement	Taking Care of our homes. Identify people who can help us.	Colours of the emergency services: Colours of warning/stop signs.	Helping to grow, harvest and prepare food. Serving and sharing food



Middle school:

 Doubletrees School Middle School long term Exploration curriculum map 			
Year 1			
	Autumn	Spring	Summer
Theme	Important People	Arctic Adventures (A Frozen Environment)	On our doorstep
Key ideas through which Investigating and Exploring the World curriculum strands are taught.	- My family - Famous people - People who help - Inspirational people who have overcome challenge or made changes	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity Developing sense of identity and belonging	- What is in the local area? - Jobs that people do in Cornwall Local landmarks
Prior learning links -Themes from Lower school	Wonderful me People who help us	Moving and getting about Weather and Seasons Exploring	Cornish Picnic Home Sweet Home Seaside Exploring
Literacy and Communication	Fiction Unit 3 Traditional stories and stories of British Culture (just so stories) Non-Fiction unit 1 – Recipes and instructions Fiction unit 2 –Role play, Drama, Film and TV Recommended Texts Non-Fiction – Any day with you by Mae Respicio. Rules by Cynthia Lord Fiction- David Attenborough, Little People, Big Dreams. I am Amelia Earhart, ordinary people change the world Sensory soup – The police Sensory soup – Refuse collectors Sensory soup – Emergency services	Fiction Unit 1 – World Literature Fiction 4 Nursery rhymes and poetry NF2 – Managing and using information – Dictionaries, timetable, lists and websites Recommended Texts Non-Fiction- Arctic Animals L2 (Nat Geo Readers) by Jennifer Szymanski Fiction- The Arctic Fox by Holly Webb Arctic Adventure (Global Heroes) by Damian Harvey Sensory story – sensory soup – Winter Snow	Non-fiction unit 3 Using book and seeking information Fiction unit 5 Myths and fables (mermaid and a magic comb) Fiction unit 6 Poetry and rhyming chant Recommended Texts – The Creation Story, The world came to my house and Famous people – David Attenborough Sensory story – Sensory soup – A visit to the garden centre Sensory soup – Nf Maize
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	SELF AWARENESS- Getting on with others SELF CARE, SUPPORT AND SAFETY- Public and private	HEALTHY LIFESTYLES- Keeping well MANAGING FEELINGS- Strong feelings	CHANGING AND GROWING- Changes at puberty THE WORLD I LIVE IN- Money
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance Skills focus: Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games Skills focus: Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities Skills focus: Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Print Making (1) – Explorative mark making using pattern and texture. Encountering simple printing, Exploring printed rubbings Developing understand of tie dye.	My Art: Print making (2) – Mono-printing using pattern and line Encountering mono-printing, Exploring positive and negative printing, Developing understand of various printing techniques.	My Art: Print Making (3) pattern and texture Encountering collagraphy, Exploring collagraphy with repeat patterns, Developing understanding of collagraphy.
Music	Charanga SEND Unit 13 Instrument Skills	Charanga SEND Unit 14 Right Sound, Right Time	Charanga SEND Unit 15 Playing in a group
Work related learning, Employer encounters and community engagement	Horticulture activities Farming activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Looking after the environment activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Hospitality Activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.



 Doubletrees School Middle School long term Exploration curriculum map 			
Year 2			
Theme	Autumn Fantastic Festivals	Spring Incredible India (A Rain Forest Environment)	Look after our Local Area
Key Ideas through which Investigating and Exploring the World curriculum strands are taught.	Cornish celebrations and festivals	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	- Recycling - Environmental preservation - Local charities - Local habitats and wildlife
Prior learning links - Themes from Lower school	Seasons and Weather Home Sweet home	Moving and getting about Weather and Seasons Exploring	Cornish picnics Seaside Exploring
Literacy and Communication	Fiction Unit 3 Traditional stories and stories of British Culture Fiction unit 2 - Role play, Drama, Film and TV Non-fiction unit 3 Using book and seeking information Recommended Texts Non-Fiction- Celebrations around the World by Katy Halford Fiction- Little Glow by Katie Sahata & Harry Woodgate Sensory story – sensory soup – The legend of the Christmas spider Sensory soup – Bonfire Dance Sensory soup – Harvest festival sensations	Fiction unit 1 Cultural stories (the Tiger child, we're going on a caravan) Non-Fiction unit 2 – Dictionaries, Timetables, lists and websites Fiction unit 6 Nursery rhymes & rhymes, Poetry and World war poetry Recommended Texts – The Tiger Child, Chapatti Moon, Ajay and the Mumbai Sun, Where the Oceans meet and I'll go and come back. Sensory story – sensory soup – Secrets of the rainforest Sensory soup – Rainforest animals. Sensory soup – Rainforest sensations	FS Myths, legends and fables NF1 Functional reading – recipes, instructions and social sight vocabulary F4 – Nursery rhymes, poetry and world war poetry. Recommended Texts – Soggy the bear, Lighthouse keepers' lunch and Duffy's lucky escape and other stories by local author Ellie Jackson. Sensory story – Sensory soup – We plough the field and scatter Sensory soup – Save our oceans
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	SELF AWARENESS- Prejudice and discrimination SELF CARE, SUPPORT AND SAFETY- Keeping safe online	HEALTHY LIFESTYLES- Healthy Eating and physical activity MANAGING FEELINGS- Strong feelings and who to talk to	CHANGING AND GROWING- Friendship THE WORLD I LIVE IN- Taking care of the environment
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance Skills focus: Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games Skills focus: Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities Skills focus: Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Collage (4) – Texture Encountering differing textures	My Art: Painting 1 – Colour Tone Pattern Encountering, exploring and developing understanding of primary and secondary colour: Ndebele Art	My Art: Painting (3) - Tonal exploration Encountering, exploring and developing understanding of tonal painting using water
Music	Charanga SEND Unit 16 Directing	Charanga SEND Unit 17 Shake-Tap - Ring	Charanga SEND Unit 18 Shhh!
Work related learning, Employer encounters and community engagement	Charities and helping others Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Looking after the environment activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Recycling and repairing activities Site maintenance Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.



 Doubletrees School Middle School long term Exploration curriculum map 			
Year 3			
Topic	Autumn Me and my Future	Spring London – A UK city, contrasting local UK	Summer Underwater wonders
Key ideas through which Investigating and Exploring the World curriculum strands are taught.	- Aspirations - Individual talents and skills - Hobbies and interests - What makes me special?	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	- Beach safety - Fishing as important to Cornwall - Looking after the oceans
Prior learning links - Themes from Lower school	Wonderful me Moving and getting about People who help us Exploring	Moving and getting about Weather and Seasons Exploring	Carnival of the animals The Seaside Seasons and weather
Literacy and Communication	F2 Drama, role play, TV and film F3 stories of British culture, traditional stories NF 3 – Using books and information sources to seek information. Recommended Texts – The Queens Token, Divers Daughter	NF1 Functional reading – recipes, instructions and social sight vocabulary F5 Myths, legends and fables Fiction unit 1 Cultural stories Recommended Texts Non-Fiction- The Buildings That Made London by David Long & Josie Shenoy The Big Book of the UK by Imogen Nissell Williams Fiction- Katie in London by James Mayhew Sensory story – Sensory soup – What a wonderful world Sensory soup – London sensations	NF unit 3 – managing and using information – using books and sources to find information F6 – Poetry & chant, rhyming texts – sea and sound themed poems F2 – Drama, role play, film and TV Recommended Texts – Kensuke's Kingdom, Mousehole Cat, wave and Ocean full of wonder Sensory story – sensory soup – Into the blue Sensory soup – Life under the sea Sensory soup – Dive into the Ocean
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	SELF AWARENESS- Skills for learning SELF CARE, SUPPORT AND SAFETY- Accidents and risk	HEALTHY LIFESTYLES- Mental wellbeing THE WORLD I LIVE IN- Belonging to a community	CHANGING AND GROWING- Healthy and unhealthy relationship behaviour THE WORLD I LIVE IN- Managing online information
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance <u>Skills focus:</u> Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games <u>Skills focus:</u> Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities <u>Skills focus:</u> Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Drawing (3) - line, tone and texture. Encountering drawing faces Exploring how parts of the face look separately and together. Learning to look. Developing understanding of the face as parts and as a whole	My Art: Painting 2 – Colour Exploration Encountering, exploring and developing understanding of colour and tone	My Art: Textiles (2) texture and pattern To encounter the process of collage to create tactile tiles/panels. To experience making prints from a tactile surface. Exploring the patterns and textures that are all around us. Developing understanding of recreating patterns and/or textures
Music	Charanga SEND Unit 19 Playing quietly	Charanga SEND Unit 20 Using flashcards	Charanga SEND Unit 21 Composition
Work related learning, Employer encounters and community engagement	Matching clothes to tasks What do people wear to work Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Emergency services Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Beach safety Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.



 Doubletrees School Middle School long term Exploration curriculum map 			
Year 4			
	Autumn	Spring	Summer
Theme	Farms to Fork Where food comes from Healthy and well-balanced diets Changing materials Making food recipes	Safari adventures (A desert environment) - Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	Magical, mythical Cornwall Exploring changes in materials Mining in Cornwall. Effects on landscape and
Key ideas through which Investigating and Exploring the World curriculum strands are taught.			
Prior learning links - Themes from Lower school	Cornish picnic Moving and getting about	Moving and getting about Weather and Seasons Exploring	Travel and Transport Homes Stepping Back in Time
Literacy and Communication	F6 – Poetry & chant, rhyming texts – sea and sound themed poems Non-Fiction unit 1 – Recipes and instructions Fiction unit 2 – Role play, Drama, Film and TV Recommended Texts – The Three Little Pigs, Click Clack Moo Cows that type and Big Red Barn Sensory story – Sensory soup – We plough the field and scatter Sensory soup – Down at the farm Sensory soup – Farm sensations	Fiction unit 1 Cultural stories (Mama Panya's pancakes, Mufaro's beautiful daughters) Non-Fiction unit 2 – Dictionaries, Timetables, lists and websites Fiction unit 4 Nursery rhymes & rhymes, Poetry and World war poetry Mama Panya's Pancakes, Mufaro's Beautiful daughter, My Africa Vacation, Deep in the Sahara Sensory soup – Safari Dance Sensory soup – Noah's Ark Sensory soup – African sensations	Fiction unit 5 – Myths and Legends – Traditional Cornish fables NF 3 – Using books and information sources to seek information. F3 – Traditional stories of Cornwall Recommended Texts – Mermaid of Zennor, The Mus Maid, The White House of Zennor Sensory story – sensory soup – The mermaids
Cognition and Maths	All strands taught continuously	All strands taught continuously	All strands taught continuously
PSHE	HEALTHY LIFESTYLES- Elements of a healthy lifestyle MANAGING FEELINGS- Self-esteem and unkind comments	SELF AWARENESS- Personal strengths SELF CARE, SUPPORT AND SAFETY- Feeling unwell	CHANGING AND GROWING- Puberty THE WORLD I LIVE IN- Diversity (rights and responsibilities)
PE	Suggested Sports: - Obstacle course - Ball games (football, basketball, tennis) - Throwing/catching - Dance Skills focus: Body Awareness and Sensory Exploration	Suggested Sports: - Dance - Trampolining - Yoga - Basic team games Skills focus: Balance, Stability, Movement Expression & Shared Games/Activities	Suggested Sports: - Athletics - Outdoor activities equipment - Obstacle course Outdoor adventure activities Skills focus: Outdoor Exploration, Cooperation & Physical Challenge
Art	My Art: Digital Media (2) – animation Encountering, exploring and developing understanding of animation.	My Art: Painting 2 – Colour Exploration Encountering, exploring and developing understanding of colour and tone	My Art: Sculpture (4) – Freedom to explore and create Learning to be free within the artistic process.
Music	Charanga SEND Unit 22 Patterns	Charanga SEND Unit 23 Pulse	Charanga SEND Unit 24 Pitch
Work related learning, Employer encounters and community engagement	Horticulture activities Farming activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Looking after the environment activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.	Hospitality Activities Roles and responsibilities Planning for the future: EHCP all about me review forms & preparing for adulthood targets.

Upper School:

This builds on previous learning experiences but the focus shifts towards more functional skills. Please see additional rationale - *Upper School Discovery Pathway Curriculum rationale*.

Thematic curriculum:

Long term overview of themes through with the curriculum is delivered:



Termly Theme Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Year 1	Senses	Food	Weather	Spring	Seaside	Transport
	Year 2	All About Me	Changing Seasons	Colours and Patterns	Explorers	Growth	Farm
Lower school	Year 1	Above and beyond		Jungles		People who help us <i>Engagement pathway - Circus is in town</i>	
	Year 2	Seasons and Weather		Moving & getting about		Seaside	
	Year 3	Wonderful me <i>Engagement pathway - It's showtime!</i>		Carnival of the animals		Exploring <i>Engagement pathway - Magic carpet ride</i>	
	Year 4	Home sweet home <i>Engagement pathway - Wind in the Willows</i>		Colour		Cornish picnics <i>Engagement pathway - What's on the menu?</i>	
Middle School	Year 1	Important people <i>Engagement pathway - Autumn and Harvest</i>		Arctic adventures (Frozen environments)		On our doorstep	
	Year 2	Fantastic festivals		Incredible India (Rainforest environments)		Looking after our local area <i>Engagement pathway - Wonderful Local Wildlife</i>	
	Year 3	Me and my future <i>Engagement pathway - Understanding myself and others</i> <i>Emotions and feelings</i>		UK City – London (a contrasting UK locality)		Underwater wonders	
	Year 4	Farm to Fork		Safari Adventures (A desert environment)		Magical Mythical Cornwall	
Upper school	Year 1	Party Planning (Enterprise Focus)		Holidays (The World Around Us Focus)		Caring for the Environment (Our Local Area Focus)	
	Year 2	Eating Out (Enterprise Focus)		Blooming Marvellous (The World Around Us Focus)		The Beach (Our Local Area Focus)	
	Year 3	Helping Others (Enterprise Focus)		Food Around the World (The World Around Us Focus)		Local Events and Festivals (Our Local Area Focus)	
	Year 4	Make, Do, Mend and Sell (Enterprise Focus)		Transport and Travel (The World Around Us Focus)		Cornish Life (Our Local area focus)	

There is a more detailed overview of the key learning focuses that will be delivered through these topics.

Within this thematic curriculum, the main focus is on acquisition of skills in the three identified areas.

To support the delivery of Creative and Expressive Arts, there are specialist units, developed specifically for SEN students and these are mapped in the core curriculum above. Learners are assessed individually using the Sounds of Intent documents, however the core skills identified are as follows:



Prerequisite step 1	Prerequisite step 2	Prerequisite step 3	Prerequisite step 4	Prerequisite step 5	Prerequisite step 6	Prerequisite step 7	Prerequisite step 8
I can show an awareness of sounds, colours, textures, or materials in my environment.	I can show interest in art materials (e.g. watching dripping paint or exploring glitter).	I can take part in adult-led creative activities with support.	I can engage in simple creative tasks for short periods with support.	I can make marks or patterns using a range of tools and materials.	I can choose tools or materials to create an effect in art.	I can use a growing range of materials and techniques with some control.	I can use drawing, painting, or modelling to represent something from my experience.
I can react (e.g. smile, move, still) to music, sounds, or visual stimuli with support.	I can respond to sound or movement by turning, stilling, or vocalising.	I can express enjoyment or dislike of certain sounds, movements, or textures.	I can explore different art materials (e.g. paint, chalk, glue) independently.	I can copy or repeat a rhythm or movement in music.	I can join in with simple songs or musical patterns.	I can combine lines, colours, or shapes to express ideas.	I can follow simple instructions to complete a creative task.
I can show a consistent response to familiar art materials, sounds, or movements.	I can experience a range of sensory art or music activities with support.	I can begin to use gesture, facial expression, or body language to request "more".	I can respond to music by moving, clapping, or playing an instrument.	I can explore and create my own sounds using different instruments.	I can respond to tempo, volume, or mood in music.	I can use musical instruments with purpose to create or accompany sounds.	I can use simple musical patterns or phrases in performance or play.
I can begin to show preferences for certain colours, textures, or types of music and body movements.	I can reach for or look at materials or instruments I like.	I can choose between two colours, instruments, or textures with help.	I can imitate simple actions in art or music activities	I can begin to create visual work with support	I can talk about or show preferences for what I have made or played.	I can begin to plan or select tools for my art or music.	I can talk about what I have created and say what I like or would change.
	I can explore textures or sounds through repeated actions.	I can take turns in a simple musical or art-based interaction.		I can create different sounds by banging, shaking, tapping or blowing	I can copy an action I have seen before in response to music	I can tap a steady beat.	I can copy a simple sound pattern.
	I can begin to anticipate a favourite song, sound, or effect.	I can show sustained interest in making marks or creating sounds.					



For Investigating the World, the core skills identified are as follows:

Prerequisite step 1	Prerequisite step 2	Prerequisite step 3	Prerequisite step 4	Prerequisite step 5	Prerequisite step 6	Prerequisite step 7	Prerequisite step 8
I can experience changes in my environment (e.g. light, sound, texture, temperature).	I can show interest in objects that light up, move, or make noise.	I can use an object or tool purposefully (e.g. rolling a cat, tapping a screen).	I can explore how materials or objects behave (e.g. float/sink, roll/slide).	I can observe and react to simple changes (e.g. ice melting, colours mixing, circuits turning on).	I can say or show what I think will happen (e.g. before mixing or testing something).	I can make simple comparisons (e.g. which is heavier, louder, longer).	I can carry out a simple investigation with support (e.g. testing materials for a purpose).
I can show an involuntary or reflex response to sensory input.	I can explore objects by touching, banging, or shaking them.	I can imitate how others explore objects or use tools.	I can use a simple tool with support (e.g. spoon, switch, hammer).	I can try out ideas in simple investigations (e.g. what sticks? what's heavy?).	I can recognise a pattern or change (e.g. wet to dry, big to small).	I can describe what I have found out using objects, symbols, or speech.	I can identify a tool or device for a task (e.g. scissors to cut, camera to take a photo).
I can be present during exploratory activities with support.	I can focus briefly on cause and effect (e.g. pressing a button for a sound).	I can cause an effect and look for it to happen again.	I can make things happen using ICT (e.g. pressing keys to make pictures move).	I can use tools or devices to support my exploration (e.g. torch, magnifier, fan).	I can help follow steps in a design or science activity.	I can help gather and sort materials or results (e.g. group textures, colours, shapes).	I can make a simple product or design using materials and explain what I've done.
I can notice something moving, flashing, or changing near me.	I can make simple choices between objects or materials (e.g. two textures or sounds).	I can choose between materials, tools, or technologies based on preference.	I can explore what happens when I combine materials (e.g. water + flour).	I can select technology (e.g. camera or tablet) for a simple task.	I can use ICT to record or explore (e.g. take a photo, use a simple app).	I can control a simple device or program to achieve a result (e.g. Bee-Bot, drawing app).	I can talk about what worked and what I would change in a task.
I can react to a change in a material or environment (e.g. water turning warm, screen changing colour).	I can anticipate a result when I explore something (e.g. pressing a switch to make a fan spin).	I can respond to changes I make (e.g. mixing colours, moving parts, pushing buttons).	I can begin to inquisitively explore switch items.	I can access different technology devices (computer and tablet).	I can recognise different digital devices (computer, camera, tablet).	I can use a mouse, touchscreen or access devices to select options on a screen.	I can answer basic questions about information displayed in images e.g. more or less.
I can show consistent reactions to sensory experiences (e.g. smiling at vibration, turning to sound).	I can show curiosity about how things feel, look, or work.	I can engage in a familiar exploration task for longer periods.	I can create simple digital content e.g. make marks in an art package.	I can access e.g. images, video and audio.	I can recognise and use different devices are used for different purposes (camera to take photo).	I can choose media from a selection to convey information e.g. image for a poster.	I can recognise the basic parts of a keyboard e.g. spacebar, numbers and letters.
I can respond to noises and lights from push button toys.	I can show curiosity towards different switch items.	I can engage in different switch items, pressing buttons and causing effects.	I can show a preference for a piece of content from a selection.	I can identify objects in a single category e.g. colour.	I can create simple digital art.	I can recognise parts of a computer (mouse, screen, keyboard).	I know you can access the same content on different devices.
		I can make something happen using technology and switches.	I can expect an outcome from an action when using technology.	I can repeat an action to trigger a specific outcome.	I can choose media from a selection for a given purpose.	I can recognise content in a range of formats (e.g. text, image, video, audio).	I can choose a digital device from a selection to complete a specific task.
			I can follow an instruction to control a device.	I can access digital content online (e.g. images, video, music).	I know you can control multimedia content (play and stop video and audio).	I can identify that some information is private.	I can collect simple data (e.g. likes/follows) on a topic.
			I can sort objects into 2 given categories and 3 items represented in a digital resource.	I can control technology for a purpose e.g. move a <u>website</u> control car to a destination.	I can show that some online content is inappropriate.	I can present simple data using images e.g. number of animal poster.	I can sort objects into 2 given categories and 3 items represented in a digital resource.
			I can recognise the success of failure of an action when using technology.	I can choose content to watch or listen to <u>on</u> familiar web page.	I can change the appearance of media e.g. font size, pen style.	I can identify what makes a good friend.	I can recognise the success of failure of an action when using technology.

For Exploring the World, the core skills identified are as follows:



Exploring the World

Prerequisite step 1	Prerequisite step 2	Prerequisite step 3	Prerequisite step 4	Prerequisite step 5	Prerequisite step 6	Prerequisite step 7	Prerequisite step 8
I can show realisation of sensory experiences being offered and explore with intent.	I respond differently to different stimuli or consistently to one stimuli, showing likes, dislikes and preferences.	I begin to recognise and anticipate regularly presented stimuli routines and rituals.	I can use signs, symbols, words or gestures to begin to offer functional communication about my experiences.	I respond positively to co regulation, therapeutic and calming activities.	I can manage my emotions in embedded daily routines and rituals so that I can show that I can be calm and present.	I can share in small group activities showing joint attention/turn taking within activities, showing that I feel safe, valued and part of a group.	I can show kindness and thoughtfulness towards myself, others and my environment.
I can experience people, places, and objects around me.	I can show curiosity about new items (e.g. historical artefact, globe, symbol).	I can show I remember people or places I have visited or seen.	I can explore different environments or features (e.g. sand vs. grass, inside vs. outside).	I can show that I know familiar places, people, or celebrations.	I can identify some differences between objects, places, or times (e.g. old/new, hot/cold places).	I can describe familiar places or people using signs, symbols, or words.	I can use simple terms to talk about the past, different places, or beliefs (e.g. before/now, here/far, same/different).
I can show a response to sensory experiences linked to culture, place, or people.	I can focus briefly on a sensory experience like a religious artefact or sound.	I can show interest in a photo or symbol that represents a person or place.	I can recognise objects or symbols from a religious or cultural story.	I can begin to sort pictures or objects into groups (e.g. old/new, land/water, same/different).	I can join in with a group visit or religious celebration.	I can describe simple differences between my own life and someone else's.	I can show how people live in different places or used to live long ago.
I can be present during a shared experience (e.g. listening to music, handling objects).	I can respond to changes in familiar places or people.	I can respond to a simple story about the past or a different culture.	I can experience and react to artefacts from the past or different places.	I can respond to a simple story about the past or from a religion or culture.	I can show awareness that people live differently in other places.	I can show understanding of stories from different times or cultures.	I can name or describe a special place, object, or festival from a religion.
I can consistently react to a familiar sound, object, or person.	I can explore a range of objects linked to different times, places, or cultures.	I can choose between items or symbols that represent a place, time, or belief.	I can take part in activities that show a routine or event from another place/time.	I can express what I like or notice about a place or festival.	I can use objects or pictures to talk about the past or a religious belief.	I can take part in a role play or discussion about a real or imagined place, time, or belief.	I can explain what I like or have learned about another time, place, or belief.
I can show an interest in sensory items that relate to places or people.	I can begin to show preferences for certain items, people, or sensory activities.	I can show awareness of differences between people, places, or routines.					
I can respond differently to people or objects in a familiar setting (e.g. smiling at a person, turning to a bell sound).	I can anticipate or look for a familiar object linked to a place, routine, or celebration.	I can take part in a familiar cultural, seasonal, or religious event with support.					



How is the curriculum assessed?

All learners have Personalised learning Goals (PLGs). They have these for their EHCP outcomes and also for Maths (Number and Geometry & Measures). For each area of need, there is an annual target set towards the EHCP outcome, with a mid year target also set to allow teachers to assess progress towards the annual target during the year and if necessary amend the target.

Learners are set up to three curriculum targets for each area/strand of English and Maths (Reading, Writing, Number, Geometry and Measures and for the upper school, Data Handling). These are assessed formatively and when a target is assessed as Established or Generalised, a new target is set.

We also use Pupil Conferencing. These are regularly held to explore all aspects of the learners' experiences, including progress towards outcomes, attendance and factors that may affect this, contextual information, external therapies and interventions and talents, interests and aspirations of learners. This supports a wholistic view of the learner and identifies any barriers they may be experiences to support overcoming these and celebrates their successes and achievements.

