

APPLY AND EXTEND PATHWAY

**AN ACADEMIC CURRICULUM PREPARING STUDENTS FOR
FURTHER STUDY AND EMPLOYMENT**



	<u>Early Years</u> <u>2-5 yrs</u>	<u>Key Stage 1</u> <u>5-7 yrs</u>	<u>Key Stage 2</u> <u>7-11 yrs</u>	<u>Key Stage 3</u> <u>11-14 yrs</u>	<u>Key Stage 4</u> <u>14-16 yrs</u>	<u>Key Stage 5</u> <u>16-19 yrs</u>
	 Personalised to Learners – development not linked to age related expectations 					
A P P L Y & E X T E N D	<u>EYFS Curriculum: 'Free flow topic based Curriculum'</u> Communication, language and literacy, Maths, Creative Development, PSHE and Knowledge and Understanding of the world based on play and exploration. Swimming onsite Development of basic living/life skills Beginning to experience going into the community	<u>EYFS curriculum: 'Free flow topic based curriculum'</u> Communication, language and literacy, Maths, Creative Development, Physical Development, PSHE and Knowledge and Understanding of the world based on play and exploration. Swimming onsite Development of basic living/life skills Beginning to experience going into the community.	<u>Subject Specific Curriculum</u> Communication, language and literacy, Maths, PE, Science, Humanities, RE, Food technology, PSHE, Physical development, Creative Arts Music. Swimming at Community Pool Development of basic living/life skills Experiencing going into the community. Development of road safety skills.	<u>Subject Specific Curriculum</u> Communication, language and literacy, Maths, PE, Science, Humanities, RE, Food technology, PSHE, Creative Arts. Swimming at Community Swimming Pool Development of basic living/life skills Experiencing going into the community. Development of road safety skills.	<u>Accreditation Curriculum</u> Qualifications Work Experience Mini enterprise/work related learning Travel Training Short Term Residential Experience	<u>Accreditation Curriculum</u> Vocational Curriculum which promotes independent living skills. Qualifications Mini enterprise/work related learning Travel training leading to independent travel. Work Experience Transition planning College links Short Term Residential Experience Duke of Edinburgh Awards
	<u>Maths</u> Develop Number fluency including, 1 more and 1 less. Sequence numbers to 20. Shape, Space and Measure.	<u>Maths</u> Developing Addition and Subtraction skills through to 20. Shape, Space and measure including recognition of Money and understanding the passage of time. Be able to use skills to problem solve using	Mental methods of addition and subtraction to 100 Mental multiplication facts of 2, 5 and 10. Introduction of decimals and percentages. Shape, Space and measure including making small amounts of Money and beginning to tell the time.	Standardised methods of addition and subtraction, wider knowledge of multiplication tables and wider use of maths knowledge in life using fractions, decimals and percentages. Shape, Space and Measure including making a variety of Money and calculating change.	Further development of abstract concepts in number. Greater emphasis on problem solving and patterns in maths. Further investigation work to promote independence and self-discovery. Shape, Space and Measure, to include wider use of abstract concepts	Apply knowledge to real life problems both in and out of school. Further develop abstract concepts in mathematics. Targeted at weak areas so that students can achieve their qualifications. Functional skills Entry level 3

	algebraic expressions including empty box notations.	Introduce algebra as part of algorithm mathematics as well as understand the inverse rules. Pupils apply knowledge in wider school life.	Basic understanding of time. Introduce algebraic expressions and be able to substitute numbers in to algebraic expressions and relate to simple formula in other subjects. Recognising and apply mathematical knowledge to simple tasks both in and out of school.	such as area, perimeter, some students may approach this in shapes such as rectangles others may find this in circles or arcs. Rearrange algebraic expressions and relate to formulas. Begin to plot $y=mc+c$ graphs. Including plotting in each of the four quadrants. Functional skills Entry Level 2 and 3. A few students may achieve Level 1 and 2 and/ or GCSE qualification.	Some students may achieve level 1 and 2 and/ or GCSE qualification.
<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Explores and experiments with sounds and words. Enjoy listening to and using spoken language in their play and learning.</p> <p>Receptive Listen with enjoyment and respond to stories, music and rhymes. Understand non-verbal communication.</p> <p>Social Interaction Developing social language. – greetings.</p>	<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Develops use of a variety of sentences to engage with adults and peer. Developing social language greetings, turn taking. Enjoy listening to and using spoken language in their play and learning.</p> <p>Receptive Building up stores of vocabulary in different contexts. Social Interaction Develop social interaction skills using visuals for</p>	<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Developing skills needed to speak to familiar people about something by providing information Developing skills needed to speak to familiar people about something by providing information</p> <p>Receptive Sustain attentive listening, responding to what they have heard, following instructions accurately Extend use of vocabulary, exploring the meanings and sounds of new words.</p>	<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Use a variety of sentences to engage with adults and peers Explain ideas and use non verbal gestures to support communication.</p> <p>Receptive Listens to others in class, Asks relevant questions. Responds to presentations</p> <p>Social Interaction Work effectively in groups Listens to other's view Develop social interaction skills - awareness of</p>	<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Explain ideas and processes using a widening range of vocabulary. Sustain conversation, explain or give choices for their views or choices.</p> <p>Receptive Listen to talk by an adult, remember some specific points and identify what they have learned.</p> <p>Social Interaction Develop use of language including asking for help</p>	<p>CLL Developing an effective means of communication Speech Makaton PECS VOCA</p> <p>Expressive Explain process or present information ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively. Develop and use specific vocabulary in different contexts.</p> <p>Receptive Identify the presentational features used to communicate the main points in a broadcast.</p>

<p>Reading Develops print awareness – Texts runs from left to right, Top to bottom of the page. Develop ability to discriminate syllables in words. Develop the ability to hear rhyming words and make rhyming strings</p> <p>Writing Developing more complex eye- hand integration control</p>	<p>success in group activities eg turn taking dials, vocal volume metre and social stories.</p> <p>Reading: Explore and experiment with sounds, words and texts Developing</p> <p>Writing Eye hand integration skills Drawing: tracing shapes, crosses and diagonal lines. Drawing: Using stencils</p>	<p>Social Interaction Understands and conforms to expectations of working in a group.</p> <p>Reading Apply phonic knowledge and skills. Read independently Read high frequency words independently and automatically</p> <p>Writing: Developing hand integration Recognising letter shapes and ordering letters to make simple words. Writing 2-3 sentences using correctly formed letters and simple punctuation</p>	<p>personal space, use appropriate vocal volume and intonation With visuals for understanding social norms) and provide guidance and visuals for understanding what others might be thinking.</p> <p>Reading Develop decoding (reading) and encoding (spelling skills). Read independently increasingly longer texts Reading high frequency and medium frequency words independently and automatically.</p> <p>Writing Develop Write simple and compound sentences Compose sentences using tense consistently Uses planning to establish clear sections for writing Word processes short narrative and non narrative texts.</p>	<p>from others when adults give visuals and model language to help understand emotions and feelings. Develop negotiation skills. Use typical social behaviour by having awareness of personal space, use appropriate vocal volume and intonation with visuals for understanding social norms. Develop an understanding of what others might be thinking with visuals and guidance</p> <p>Reading Developing ability to understand and interpret texts – give some reasons why things happen. Draw together ideas and information from across a whole text</p> <p>Writing Compose sentences using adjectives, verbs and nouns for precision. Signal sequence, place and time to give coherence. Develop accuracy and speed when using keyboard skills to type, edit and redraft.</p>	<p>Follow up other’s points and show whether they agree or disagree in whole class discussions. Social Interaction Use talk to organise roles and actions Actively include and respond to all members of the group Use the language of possibility to investigate and reflect on feelings, behaviour or relationships.</p> <p>Reading Explore how different texts appeal to readers using varied sentence structures and descriptive language.</p> <p>Writing Develop accuracy and speed when using keyboard skills to type, edit and redraft.</p>
<p>Therapeutic input</p> <p>Sensory Integration</p>					

<p>Feeding, Occupational Therapist and Physio advice/protocols</p> <p>VI and HI support</p> <p>Medical Intervention and support from the school nurse</p> <p>CAMHS and joint paediatrics and psychiatric professional meetings.</p> <p>Behaviour support.</p> <p>Speech and Language Team Support – Consultancy model</p> <p>Outdoor Learning</p> <p>Home Intervention</p> <p>Enrichment Activities</p>					
<p><u>Swimming</u> On-site Hydropool – water confidence, weekly.</p>	<p><u>Swimming</u> On-site Hydropool – water confidence, once a week for one term per year.</p>	<p><u>Swimming</u> Off-site swimming at local community pool, once a week for one term per year. Opportunity to earn swimming award badges.</p>	<p><u>Swimming</u> Off-site swimming at local community pool, once a week for one term per year. Opportunity to earn swimming award badges.</p>	<p><u>Swimming</u> Off-site swimming at local community pool, once a week for one term per year on an individual basis. Opportunity to access life-saving skills. Opportunity to earn swimming award badges. Opportunity to swim with family/friends in own time.</p>	<p><u>Swimming</u> Leisure time opportunity – travel independently to/from local leisure centre, completing membership paperwork. Opportunity to access life-saving skills.</p>
<p><u>Community</u> Accessing the community up to twice a year e.g. library, adults who help us.</p>	<p><u>Community</u> Accessing the community up to twice every two terms e.g. library, adults who help us,</p>	<p><u>Community</u> Accessing the community up to twice a term e.g. shopping, library, road safety, public</p>	<p><u>Community</u> Accessing the community weekly e.g. shopping, library, road safety, public transport</p>	<p><u>Community</u> Accessing the community weekly e.g. shopping, library, road safety, public transport</p>	<p><u>Community</u> Accessing the community weekly e.g. shopping, library (access to membership),</p>

		road safety, geography of our community.	transport (with adult support), geography of our community, adults who help us, community leisure.	(with adult support), adults who help us, community leisure, route planning.	(journey planning, timetables with adult support), adults who help us, community leisure, access to bank account information, route planning, paying for items on a debit card.	road safety, public transport (journey planning, unfamiliar route planning, timetables independently), adults who help us, community leisure, access to bank account information, paying for items on a debit card.
<u>Enrichment</u> Access to onsite enrichment activity once a week.	<u>Enrichment</u> Access to onsite enrichment activity once a week.	<u>Enrichment</u> Access to offsite enrichment activity weekly for one out of six terms.	<u>Enrichment</u> Access to offsite enrichment activity weekly for one out of six terms.	<u>Enrichment</u> Access to offsite enrichment activity each week for two out of six terms.	<u>Enrichment</u> Access to offsite enrichment activity each week for four out of six terms.	<u>Enrichment</u> Access to offsite enrichment activity at least once a week.
		<u>Residential</u> An overnight residential for one night, for Year 6 and Year 7 pupils to support transition to the Upper School.	<u>Residential</u> An overnight residential for one night, for Year 6 and Year 7 pupils.	<u>Residential</u> An overnight residential for one night, for Year 6 and Year 7 pupils.	<u>Residential</u> An overnight residential for one – two nights, for all KS4 pupils.	<u>Residential</u> An overnight residential for one – two nights with an independence/life skills emphasis for all KS5 pupils.
<u>Food Tech</u> Messy play, role play, icing biscuits, cooking skills (i.e. mixing, spreading etc.)	<u>Food Tech</u> Messy play, role play, icing biscuits, cooking skills (i.e. mixing, spreading etc.), preparing a simple snack to eat.	<u>Food Tech</u> Cooking skills (i.e. mixing, spreading etc.), preparing a simple snack to eat, preparing simple recipes in the food tech room (once every fortnight where appropriate).	<u>Food Tech</u> Cooking skills (i.e. mixing, spreading etc.), preparing a simple snack to eat, preparing simple recipes independently with supervision in the food tech room (weekly) that can be recreated at home.	<u>Food Tech</u> Cooking skills (i.e. mixing, spreading etc.), preparing a simple snack to eat, researching recipes (cost), preparing recipes in the food tech room (weekly) that can be recreated at home.	<u>Food Tech</u> Cooking skills (i.e. mixing, spreading etc.), preparing a simple snack to eat, researching recipes (cost), preparing recipes in the food tech room (weekly) that can be recreated at home, preparing cakes/bread to sell at post-16 cafés.	
			<u>Life Skills House</u> Exploring jobs they can do independently around the home i.e. changing bedsheets, hoovering, cleaning, washing up, personal hygiene.	<u>Life Skills House</u> Exploring jobs they can do independently around the home i.e. changing bedsheets, washing linen, hoovering, cleaning, washing up, personal hygiene.	<u>Life Skills House</u> Exploring jobs they can do independently around the home i.e. changing bedsheets, washing linen, washing clothing, hoovering, cleaning, washing up, personal hygiene, knowing routines around the house and how often they need to be done.	