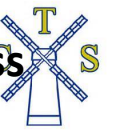


# Orchard KS3: Two Year Curriculum Coverage- Pupils Personalised Programmes will display how targets are assessed. All subjects are cross curricular, and are used as vehicles to deliver individualised targets



THEMES		Year 1			Year 2		
		Autumn Term A	Spring Term A	Summer Term A	Autumn Term B	Spring Term B	Summer Term B
		People who help us	Our Home	Clothing	Food and drink	Our Community	Going on holiday
Functional Academic Skills	Literacy	<ul style="list-style-type: none"> <li>See literacy targets taken from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge.</li> <li>Developing key listening and comprehension skills.</li> <li>Functional reading tasks : sign, symbols and labels in the wider community and/or related to self</li> </ul>			<ul style="list-style-type: none"> <li>See PaG - targets taking from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge.</li> <li>Enriched daily schedule that promotes communication throughout</li> <li>See Assessment folders</li> <li>Manding focus</li> </ul>		
	<i>Suggested texts (where applicable)</i>	<ul style="list-style-type: none"> <li>Any of the First experience books by Roderick Hunt. Eg Going to the dentist; Going to the Dr; Going to the Hospital</li> </ul>	<ul style="list-style-type: none"> <li>Helping at Home by Margaret MacDonald</li> <li>Making My Breakfast: Learning the Sequential Steps of a Process by Judi Austin</li> </ul>	<ul style="list-style-type: none"> <li>Washing by Jez Alborough</li> <li>Getting Dressed by Teresa Heapy</li> </ul>	<ul style="list-style-type: none"> <li>Reading and matching food labels</li> <li>Following a recipe</li> <li>Ketchup on Your Cornflakes? by Nick Sharratt</li> </ul>	<ul style="list-style-type: none"> <li>Pancakes to Parathas: Breakfast Around the World Hardcover by Alice B McGinty</li> <li>Handa's Surprise</li> <li>At the Supermarket by Anne Rockwell – enlarge and laminate</li> </ul>	
	Mathematics	If appropriate see targets taking from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge.					
		<ul style="list-style-type: none"> <li>Number in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>SSM looking at items in the home</li> <li>Sequencing activities at home – independence in routines</li> </ul>	<ul style="list-style-type: none"> <li>Developing body awareness</li> <li>Sorting and counting</li> <li>SSM eg washing clothes, organising size</li> </ul>	<ul style="list-style-type: none"> <li>Preparing snacks and meals – following a schedule, measuring and counting</li> </ul>	<ul style="list-style-type: none"> <li>Following routines and instructions in the wider community – trips to the shops</li> <li>Matching items from a list</li> </ul>	<ul style="list-style-type: none"> <li>Space and measure – packing a suitcase, selecting and sorting items</li> </ul>
	Computing	Ongoing activities : iPad sessions, eye tracking, cause and effect, fine motor, purposeful interaction : iPad for communication; Using the interactive whiteboard; Using cause and effect toys ; Beginning to develop an understanding of following a sequence; Using remote controlled toys; Omni machine; Role play using real life items: phones / traffic control; Using electrical items e.g. toaster /Microwave/Printer					
		Using technology in the classroom	Exploring technology in the home – microwave, washing machines, telephones etc	Following a sequence – getting dressed, packing our belongings	Technology and food preparation – blenders, microwave, kettle, fridge	Technology in the community – using traffic lights , paying for items with a card	Role Play and technology
Communication and Interaction	Personalised speech and language / communication	<ul style="list-style-type: none"> <li>See PaG - targets taking from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge.</li> <li>Enriched daily schedule that promotes communication throughout</li> <li>See Assessment folders</li> <li>Manding focus</li> </ul>					
	Social skills and peer interaction	Building relationships with adults and other pupils; Turn taking and waiting during circle times and group sessions ; Asking adults for support; Intensive Interaction activities; Whole group games / learning; Pupil regulation (behaviour and emotion) activities e.g. daily relaxation sessions / quiet time ; Following daily routines and accepting changes ; Assembly - learning to regulate their behaviour and emotions; Developing an understanding of consequence – behavioural procedurals; Turn taking and waiting during circle times and group session ;Small group learning ; Developing communication skills – see programs ; Travelling around the school with growing independence ; try new smells / textures and tastes – messy sessions; To begin to effectively use their preferred method of communication during a curricular activity ; Participate in group activities with reduced adult support; Playtime – independent play (developing skills for) ;Choosing time; TAC PACS ; Settling into a new classroom; Building relationships with adults and other pupils; Circle time activities - Using voice, gesture, eye contact and facial expression to make contact with people and keep their attention; snack and lunch time ; Relaxation – learning to regulate their behaviour and emotions; Assembly - learning to regulate their behaviour and emotions; Learning to recognise our emotions ; Sharing emotions and responding to praise					
Independence and Healthy Living	Physical development	Moving safely, motor imitation, , balancing, climbing safely, changing speed & direction, ball skills, Developing fine motor skills – playdoh; pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials.					
	Relationship and Sex Education	See CTS policy					
	Independence skills	See targets taken from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge : personal care, eating and dressing skills, toileting, independence in transitions					
	Cooking	See targets taken from Learning Pathway , VBMAPP , EFL and / or practitioner knowledge					
		Preparing foods for people who help us: breakfasts and packed lunches.	Food at home: snacks; breakfast; making drinks	Summer food and drinks	Healthy Foods and Snacks	Foods from around the world	
Community Diversity	Citizenship & Diversity	Taught across the curriculum via:					
	PSHE	Safety : Who can help us?	Safety : How to stay safe in the home	Personal Hygiene	Confidence: Likes and dislikes , expressing our emotions	Citizenship: Exploring our role as a citizen – investigating our communities Behaviour : Behaviour in the wider environment	
	RE	Christianity : Preparing for Christmas	Christianity: Easter	Islam – link to Sci	Hinduism: Diwali – food art,	Hinduism: Holi festival- link to literacy	Islam : Eid celebrations – link to Cooking
The World Around Us	History & Geography	Practice ordering sequences and understanding the concepts of first and last, before, now and next ; Recalling activities from the day ; Looking at pictures of people at different ages, recognising themselves ; Following a schedule ; Increasing independence when travelling around the school / community; Being aware of our belongs; Identifying our classroom; Recall and association locations of activities					
	Science	Taught across the curriculum via subtopics:					
		All about me	Electricity at home	Exploring and manipulating different materials	Staying Healthy	Moving around the community	Weather : Hot and Cold / Different climates
Creative Arts	Art and design	Xmas crafts	Home crafts	Sensory Materials and Patterns	Food Art	Recyclable Art	Textures and Climate
	Music	Music for relaxation and behaviour regulation, music from around the world, music for celebrations.					
Target Setting / Assessment		<ul style="list-style-type: none"> <li>VB MAPP (The Verbal Behaviour Milestones Assessment and Placement Program)</li> <li>EFL</li> <li>Learning Pathway (where approp_</li> <li>Practitioner</li> <li>VB program / PECS/ iPad data</li> <li>Life skills data / chains</li> <li>TAC PACS / Intensive interaction</li> </ul>					