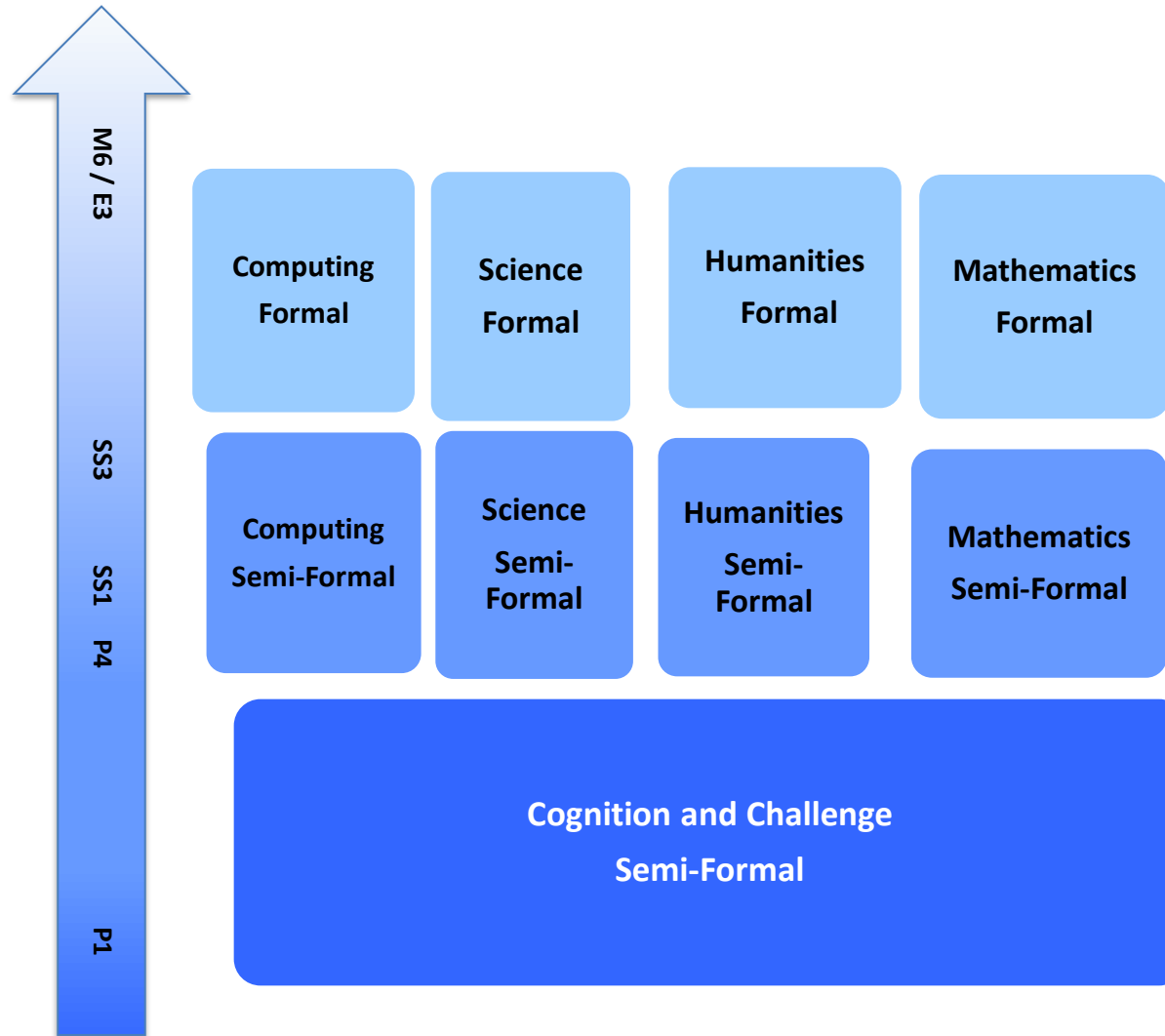


Humanities Semi-Formal Curriculum

Cognition and Challenge



Cognition and Challenge

Semi-Formal Humanities Curriculum

Cognition and Challenge

The Semi-Formal Pathway curriculum for Cognition and Challenge recognises that learners with severe learning difficulties require a specialised approach to teaching and therefore there will be some differences in the design of the curriculum for these pupils. The semi-formal curriculum at St Giles has been sub-divided into curricula for;

- Mathematics
- Science
- Computing
- Humanities – RE, History and Geography
- Modern foreign languages

These subject areas are mainly taught through **themed topics** delivered through termly cross curricular topics and some everyday activities that are part of the classroom routine that provide opportunities for learners to link experiences to make connections. Topics are organised in cycles by the Lower, Middle and Upper Schools.

Mathematics is delivered through systematic core subject learning activities during the week, regular learning opportunities within the daily classroom routine as well as learning opportunities within termly cross curricular topics.

Humanities

Intent - What are we trying to achieve through our curriculum?

The semi-formal curriculum for humanities acknowledges that SLD learners are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when studying humanities. The learner may need support to remember previous experiences and link them to make sense out of a new one.

The intent of the semi-formal curriculum is to support the learner to link experiences in the past with the current activity to make these connections.

Aims;

We aim to ensure SLD learners have access to a semi-formal humanities curriculum that;

- Supports them to develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- Enables learners to join in practical activities that link to ideas, for example, doing and thinking
- Encourages learners to use their senses to explore and investigate
- develop learners understanding of cause and effect.
- linking and applying knowledge and understanding to everyday life, for example, knowledge of the school environment to support transitions around the school
- Supports them to link experiences in the past with the humanities activity to make connections,

To achieve these aims we recognise that the themed topic that delivers humanities;

- must engage the learners,
- should contain learning experiences that are concrete and not abstract,
- should include the world immediately about the learners,
- must allow time for revision and repetition of every session
- should emphasise the holistic and inter-connected nature of elements of the topic.

We also recognise that there are some everyday activities that are part of the classroom routine that will provide opportunities for learners to link experiences to make connections e.g. choosing correct clothing for outdoor play, generalising experiences of food and cooking.

Curriculum Design;

Humanities is taught through **themed topics** delivered through termly cross curricular topics and some everyday activities that are part of the classroom routine that will provide opportunities for learners to link experiences to make connections. Topics are organised in cycles by the Lower, Middle and Upper Schools.

For all learners the Semi-Formal Pathway curriculum for humanities is informed by the EQUALS Semi-Formal Curriculum - “The World About Me” and “My Thinking and Problem Solving” and, at Key Stage 4, Exam board accreditations syllabi.

For learners at EYFS and in Year 1 the Pre-Formal Pathway curriculum for physical and sensory well-being is also informed by the content of the Early Years Foundation Stage.

Implementation - How is our curriculum being delivered?

Curriculum Coverage

Learners are supported with humanities, cognition and challenge through:

Geography

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided	Cross- Curricula Themed Topic Cycle
<p>Development (Pebble level 4 – semi-formal)</p> <p>Characterised by remembered responses and intentional communication</p>	Extend the skills to help them explore the world	Support the learner by providing objects of reference as a tool to help them experience the world around them and to develop listening and processing skills.	<p>Photographs, videos, symbols, Makaton, AAC, Clicker 7 communication book. Small world toys, role play, books, sensory sounds, dressing up, sounds on big Mac and switches from natural environments. Explore and experience different transport and weather. Create an appropriate classroom environment for role play and activities outside in the playground. School visits from outside providing learning opportunities, such as River Wandle Trust.</p> <p>Develop the use of the outdoors so that learners can investigate features, e.g. a mound, a path or a wall.</p>	<p>Lower</p> <p>Night and Day Great British Summer The Environment Let’s Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street</p> <p>Middle</p> <p>Who Am I? This Is Me! I’m Amazing, You’re Amazing, We’re All Amazing! Me, Myself and I Special People, Special Places Festivals of Light Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys</p>

				<p>Long, long Ago: walk like a dinosaur Long, long ago:Transport We're all going on a summer holiday (Europe) Passports Please! (a country far away – Africa) South America: rainforests Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
	Handle artefacts and materials given to them	Support the learner to understand that objects can be associated with different themes and people.	<p>Photographs, symbols, videos, Makaton AAC, communication book. Use objects of reference for different topic to provide sensory experience e.g. blue fabric for seaside, twig for woods;. Whatever your chosen topic is, always use any materials or artefacts associated with it. Start to use language such as natural and manmade. Begin to use choice cards to answer simple questions. Let the learner pick out artefacts for the topic. Ask the learner – 'It's raining shall I put my sunglasses on? '</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who Am I? This Is Me! I'm Amazing, You're Amazing, We're All Amazing! Me, Myself and I Special People, Special Places Festivals of Light Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Long, long ago:Transport We're all going on a summer holiday (Europe) Passports Please! (a country far away – Africa) South America: rainforests Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
	Know that certain actions produce predictable results	Support the learner to operate cause and effect toys. Encourage the learner to copy	<p>Use switches, Big Mac, games on the interactive whiteboard and Eye-gaze. Provide relevant situations to create anticipation of what is coming next such as sounds on Big Macs and corresponding sensory experiences For example, a seaside switch could have</p>	<p>Lower Night and Day Great British Summer The Environment</p>

		<p>another person's action Help communication by listening and language using visuals, switches and gestures. Encourage using parts of the learner's body that can access a switch i.e., hand or head. Model for the child and react appropriately to the child.</p>	<p>water spray or blue fabric provided to explore when pressed, or for snow staff could clap with foam soap. Adults will provide consistent responses to children's actions</p>	<p>Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who Am I? This Is Me! I'm Amazing, You're Amazing, We're All Amazing! Me, Myself and I Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Long, long ago: Transport We're all going on a summer holiday (Europe) Passports Please! (a country far away – Africa) South America: rainforests Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
<p>Know familiar places and people and what they are there for.</p>	<p>Support the learner to explore and get to know the park, school, police person, and use gestures, signs, symbols or single words to show that they know them</p>	<p>Photographs, symbols, videos, books, communication book. School trips, going outside to a relevant place. Books, objects of reference, photographs of natural / physical/ manmade areas that can be found in park, the school, different rooms around school i.e. music room, Library, Hall for PE and dinner where they arrive and go home (most) and the local community, hospital, police station, bakery, shop etc. E.g. the baker makes bread- use bread and butter for sensory experience. Ask the learner would they like to buy some new clothes – shall we go to the clothes shop? Use Big mac with siren sounds show pictures and use Makaton signs supported with voice for Policeman, Nurse, doctor, fireman, teacher. Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. Make photographic books about the children in the setting and encourage parents to contribute to these. Provide positive images of all children including those with diverse physical characteristics, including disabilities</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle: I'm amazing. You're amazing. We're all amazing Special people, special places Who am I? Upper: Let's Celebrate The Great Outdoors Different People, Different Places</p>	

<p>Exploration SS1</p> <p>Characterised by concentration, recall and observation</p>	<p>Consolidate a sense of place and direction</p>	<p>Support the learner to follow set routes around familiar places.</p> <p>Learners are encouraged to physically experience themselves in space to help understand about direction, location and position.</p>	<p>Familiar action and rhyming songs</p> <p>Symbols / photos showing a known place, child show direction by looking, pointing, vocalising, or using any AAC. Repetition. Use of language and symbols up, down, left and right. Forwards backwards, North, South, East and West. Ask the learners do they have a special place in the school, let them explore the environment are they drawn to a certain area, what is in that area? Ask the learners if they have a special/favourite room in their home. Why do they like it? What's in it? Let learners draw or make a role-play area of when they went to a favourite place e.g. seaside</p>	<p>The town where we live</p> <p>Lower</p> <p>Night and Day</p> <p>Great British Summer</p> <p>The Environment</p> <p>Let's Celebrate</p> <p>Down at the bottom of the garden</p> <p>People who help us</p> <p>Superheroes</p> <p>I can sing a rainbow</p> <p>Whatever the weather/hot and cold</p> <p>Where we live</p> <p>The High street</p> <p>Middle</p> <p>Who am I?</p> <p>Me, myself and I?</p> <p>Special people, special places</p> <p>This is me!</p> <p>Is it a bird, is it a plane... (superheroes, forces)</p> <p>Long, long ago: transport</p> <p>Upper</p> <p>Let's Celebrate</p> <p>The Great Outdoors</p> <p>Different People, Different Places</p> <p>The town where we live</p>
	<p>Show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places</p>	<p>Support the learner to state 'cars here' on a noisy street, 'cars gone' in the park by providing clear differences between objects of reference through tactile and visual resources.</p>	<p>Photographs, symbols, videos books, Makaton, AAC, communication book Physical/natural – rivers and streams, coastal, woods, rainforests and mountains and oceans, deserts, weathering corrosion, tectonic plates – volcanoes earthquakes. Features such as vegetation, birds, flowers, animal's insects, fish, weather hot or cold etc Materials from the ground ie wood, rock, wool, cotton Sand, shells, fossils, pebbles, jug with a little salt added, seaweed. Shaving foam. Water, fan, water spray, coloured materials, make seasonal bags or boxes .ie objects from each season, make oceans (seal laminated sheet with iron apart from top, add small objects plastic fish, plants shells add water and seal top carefully with iron) place the ocean on tray or lap of child. Lights and smells. Video students completing sorting games to create classroom environments for each biome.</p> <p>School trips to parks, woods or seaside. School visits from outside providing learning opportunities, such as River Wandle Trust, Human/manmade - houses, bridges, cars, roads, city, village, towns, shops, supermarkets, rail road's trains, aeroplanes, hotels, boats, the school, factories, dams, items made from plastic</p>	<p>Lower</p> <p>Night and Day</p> <p>Great British Summer</p> <p>The Environment</p> <p>Let's Celebrate</p> <p>Down at the bottom of the garden</p> <p>People who help us</p> <p>Superheroes</p> <p>I can sing a rainbow</p> <p>Whatever the weather/hot and cold</p> <p>Where we live</p> <p>The High street</p> <p>Middle</p> <p>Long long ago: walk like a dinosaur</p> <p>We're all going on a summer holiday? (Europe)</p> <p>Passports Please (Africa)</p> <p>South America – Rainforests</p> <p>Special people, special places</p> <p>Upper</p>

				Let's Celebrate The Great Outdoors Different People, Different Places The town where we live
Answer simple questions about places and people	Support the learner by providing objects of reference and tactile experiences. The learner will use appropriate gestures/symbols/signs and speech to answer simple questions.	Photographs, videos, symbols, Makaton, AAC communication book. Look at a variety of children's maps - what is the biggest country and what looks like the smallest. Explain that the blue is the sea and the brown is the land. Look at different continents culture and features e.g. how do the people live there? What do they wear? Is it hot or cold? Use an inflatable globe or world mat ask about different countries students' parents may come from? How do you get to that place? Look at variety of images of people/cultures. Visitors from outside, Small world toys and dressing up. Role-play / drama. Cultural examples including food (smell & taste), music, textures, fabrics, videos. Make a place, such as a seaside, using collage or paint what would they wear on a hot and sunny day.		Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle: We're all going on a summer holiday. (Europe) Passports Please! (a country far away – Africa) South America: rainforests Long long ago: nurses I'm amazing, your amazing, we're all amazing! Upper: Let's Celebrate The Great Outdoors Different People, Different Places The town where we live
Start to sort and classify objects in terms of simple features or properties	Support the learner by providing sensory objects of reference pertaining to different environmental/human places.	Any object or resource applicable to the activity. Photographs videos, symbols, Makaton, AAC communication book. Seaside/forest shells (big and small), pebbles (big and small), seaweed, sand (wet and dry) water, sunglasses sun cream, forest/wood/park leaves (different shapes) , wood(big or small) tree/twig , soil (wet and dry) , toys different animals seagulls, insects, woodpecker, fish tree cutter, fisherman, flip flops, wellies. Think about different types of shops and categorise/sort what you can buy in each shop.		Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Special people, special places Long, long ago: toys Long, long ago: transport We're all going on a summer holiday (Europe) Upper Let's Celebrate

				<p>The Great Outdoors Different People, Different Places The town where we live</p>
<p>Initiation SS2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Understand the differences between the physical/natural and human/made features of places</p>	<p>Support the learner by exploring the community around them, observing differences and providing appropriate communication methods to assist in answering simple questions.</p>	<p>Photographs, video's, symbols, Makaton, AAC communication book. Walk around the school take pictures of something natural/manmade. Using descriptive language describing differences, colour, shape, size location, collect objects sort them into natural/manmade. Look at videos. Go to the seaside or park, create suitable role-play environment, use pebbles, sand shells water bucket and spade sunglasses. Use symbols and pictures.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle We're all going on a summer holiday (Europe) Passports please (Africa) South America Rainforests Special people, special places Who am I? Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
	<p>Pupils communicate their preferences about the physical/natural and human/made features of places</p>	<p>Support the learner by giving them a variety of objects of reference and the accessibility to various communication methods to show their understanding and to instruct an individual where to place their objects of reference.</p>	<p>Photographs, videos, symbols, AAC, Makaton, books, communication books. Provide the learner with 2 options. For example, a rainforest river or a city/town. If a rainforest lay out all the resources required. Use Big Mac to have sound effects. Let the learner explore what objects they would like in their rainforest. Ensure to place some incorrect objects to test understanding of appropriate placement. Use a small tray or a large black art tray for small group activity. This would be good for building social communication with their peers. Use symbols and Makaton to identify choice 'yes' or 'no'. Ask the learner where they would like it placed if they are unable to do so. Show pictures to see if they are able to notice important details and identify them from resources given. They could make a sensory picture of a natural or manmade environment. Use clicker to make a book i.e., My Town, My School, My City – London, My Seaside, My Artic Home, My Desert Friends including what they can find there, who lives there, what do they do, what do they wear, what do they eat. Is it big, small, hot or cold, how many, who can help me, what did it look like before, is it the same as now - good for docklands comparison. This is a good cross curriculum activity.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who am I? This is me! I'm amazing, you're amazing, we're all amazing! Special people, special places We're all going on a summer holiday (Europe) Passports Please – Africa South America- Rainforest</p>

				Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live
Use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas	Support the learner to communicate directional requests using a range of geographical signs/pictures and objects. To understand that maps can tell us the location of different places, start to learn how to navigate following a sequence of symbols/pictures.	<p>Photographs, videos, symbols, Makaton, AAC communication book. Use of language and symbols up, down, left and right. Forwards backwards, North South, East, West, above, below, near, far, close to behind, in front, turn. Look at the classroom environment. Look at objects close to them, things that are nearby, things that are far away. This will help with location of things. Large toys can be used as objects to be used as location of things too. Use a tray or a table and place 3 - 4 objects. The learner will reach forward or up to touch it. The learner will reach left or right to touch their chosen object. Place the correct symbol next to each object</p> <p>Make a small map of the classroom. Draw a square onto the IWB. Choose where you all are located on your map. Make a small number of symbols/pictures to represent objects in the classroom. The computer, the door, the stack of toys, the cupboard etc. Let the children stick the pictures onto the square where they think the object is located. Do this for all the pictures. Looking at your final map you can know introduce more symbols to move from one object to another do I go up down left or right? left or right. Walking around the school to different places using symbols/Makaton/Pictures. Asking the learner questions I now need to go left to go to Secondary what symbol should I use? Left arrow or right arrow?</p> <p>In playground, draw chalk map with symbols and direct each other. Use Beebot or wonderbug in the class or playground.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who am I? This is me! I'm amazing, you're amazing, we're all amazing. Me, Myself and I Special eople, special places Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>	
Show what they think about different people and environments and answer simple questions about places and people	Support the learner create a tactile environment for different biomes / environments and habitats, and provide a variety of communication tools to show their understanding.	<p>Photographs, videos, symbols, Makaton, AAC Eye gaze, books communication books. Use a variety of resources to make different biomes/environments and habitats. For mountains you could use mud rock and paint and tissue paper. Are they big mountains or small? Use rocks and stones. If appropriate use PE climbing mats to create 'mountain experience'. Fix objects onto a large piece of cardboard and let children climb the mountain with their hands. Use wind machines or hairdryers to experience wind effect as they climb. Use Play-doh or salt dough to make mountains, videos and pictures.</p> <p>To explore rivers; children could explore blue materials and water spray or make a river in the playground with guttering or water trays. Use play boats. Use coloured water. Students could add animals found in rivers; fish, frogs, snakes alligators, otters. Vegetation is it the rainforest what animals would you find there?</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle: I'm amazing, you're amazing, we're all amazing Special people, special places We're all going on a summer holiday. (Europe)</p>	

			<p>To learn about deserts use sand lights to show sun and heat use material use coloured materials, grasslands and savannahs, use soil sand, plants, use a variety of plants and herbs from the playground. Bits of twig, leaves animals videos and pictures, sounds of animals, animal toys, weather hot, cold, wet dry, make a grassland with a tray soil and grass seeds. Artic use bits of polystyrene shaving foam cold objects ice cubes frozen ice pops for sensory taste and smell. Use toy animals or pictures. Make different habitats.</p> <p>Make a city environment using play toys or a play mat showing a variety of different shops and places to visit. A zoo with all the animals, a farm, a hospital, a leisure centre a museum etc. Building bricks for houses or towers box's covered in brick paper.</p> <p>Explore what are people like in their different environments. What do they wear? What do they eat? What do they do? Use colourful semantics i.e. the fisher man is catching fish, the baker is making bread, the Maasai man (Kenya) is jumping. What animals would you find there? Symbols and signs what they like and don't like. Dressing up role-play ask questions where do I belong - in a city, river, mountain, desert or artic. Use symbols and pictures, sounds songs and music where appropriate. Matching cards.</p> <p>Students can be recorded taking part in these activities and watch them back as part of recount work, to prompt them to answer questions about what they enjoyed or liked about certain places and experiences.</p>	<p>Passports Please! (a country far away – Africa) South America: rainforests Upper: Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
<p>Consolidation and Application SS3</p> <p>Characterised by the formation of skills, knowledge, concepts and understandings.</p>	<p>They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols</p>	<p>Support the learner by creating a map of a familiar environment. The learner will be able to communicate directional requests using a range of geographical signs/pictures and objects. To understand that maps can tell us the location of different places, start to learn how to navigate following a sequence of symbols/pictures.</p>	<p>Photographs, symbols, videos, books, Makaton, AAC Eye gaze communication book. Look at different types of maps i.e. of the world, show areas of land and sea. Show maps of local community. Point out some physical features like rivers and lakes and manmade features like roads and cities. Looking down onto a map will help learners to experience an aerial view (a geographical perspective) of a place/location. Access google maps and find an aerial view of the school use IWB or Print an A3 picture. Use symbols and Makaton to see if they can identify certain places like the green house, the bridge, the swing, the playground or the running track and get pupils to stick pictures onto the screen to show this. Prompt students to begin to think about route planning to get to a different location i.e. from the running track to the primary swing do I go right or left? Encourage students to choose which symbols show this? Give them choice of symbols to choose from. Show the learner how some people have to look down to view what's happening from above like police helicopters search and rescue at sea pilots etc.</p> <p>Take a picture of an object at a desk level. Then a picture of it standing over it. Ask the Learner does it look the same. Objects look different from an aerial view.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who am I? Me, myself and I? Special people, special places This is me! Is it a bird, is it a plane... (superheroes, forces) Long, long ago: transport We're all going on a summer holiday Passports Please - Africa South America – Rainforests</p>

				<p>Upper</p> <p>Let's Celebrate</p> <p>The Great Outdoors</p> <p>Different People, Different Places</p> <p>The town where we live</p>
	<p>They are aware of their role in caring for their own environment</p>	<p>water plants in the classroom or garden, pick up litter -Support the learner giving small activities to help them learn how peoples actions affect environments such as land, sea and air</p>	<p>Show the learner that people, all the different types of animals, the trees and flowers all live together on our planet earth. Use toys and symbols/pictures and videos to represent this. The oceans, seas, rivers and streams have living things in them. Use toys and symbols to show variety of animals plants and trees.</p> <p>Surrounding us all is the air that we breathe. Use a musical instrument one for breathing in and one for breathing out. Use wind machines or hairdryers to demonstrate movement of air.</p> <p>When these environments become dirty they cause the living things in/on them to become sick and unhealthy. To show comparisons, use clean hands and dirty hands, clean toys and dirty toys, clean water and dirty water. Ask the learner 'do we want to drink dirty water?' 'Do the fish want to swim in dirty water?' use role play to show being sick and unwell.</p> <p>Make 2 gardens or use an outside environment. Have one looking lovely, colourful plastic flowers, toy bees, green and luscious use a margarine tub for a pond or river. The other garden has dried up flowers, no green, put some rubbish around and have dirty water with no fish. Place small amounts of plastic in the water. Use an appropriate unpleasant smell in this area. The learner with the first garden can see the flowers are watered and looked after the bees are using the flowers, the soil is healthy and the fish are happily swimming in the water. The learner in the second garden will see that if the flowers are not watered they will die, the bees are all gone because they have no food and the water is dirty and full of plastic so there is no fish. The grass is brown because of the rubbish. The air is dirty and does not smell very nice. Encourage the learners to get the fish back and take out the plastic rubbish and clean the water. Take out the rubbish from around the vegetation. Water the plants to make them healthy again.</p> <p>Use a large tray fill it with some water or blue tissue paper to represent a sea or a pond. Place objects found in that environment.</p>	<p>Lower</p> <p>Night and Day</p> <p>Great British Summer</p> <p>The Environment</p> <p>Let's Celebrate</p> <p>Down at the bottom of the garden</p> <p>People who help us</p> <p>Superheroes</p> <p>I can sing a rainbow</p> <p>Whatever the weather/hot and cold</p> <p>Where we live</p> <p>The High street</p> <p>Middle:</p> <p>South America: rainforests</p> <p>Who am I?</p> <p>I'm amazing, You're amazing, we're amazing.</p> <p>Special people, special places</p> <p>Passports Please – Africa</p> <p>Upper:</p> <p>Let's Celebrate</p> <p>The Great Outdoors</p> <p>Different People, Different Places</p> <p>The town where we live</p>

			Also place rubbish and bits of plastic. See if the learner is able to identify what objects are/would make that environment unhealthy. Go into the playground and collect any rubbish. Do any of the plants need watering?	
Recognise the physical/natural and human / made features of places	Support the learner to identify a range of natural and manmade things found in different environments using a range of objects of reference and the communication tools required to show their understanding.	Photographs, videos, symbols, AAC, Makaton, AAC Eye gaze and communication book. Show pictures of lakes, mountains, forests, sea, soil, sand, water rocks etc. Get the children to name the natural things in the pictures i.e. grass, trees, flowers. Do the same for manmade objects. You could use objects from inside the classroom or familiar objects of reference from each section/place of the school, Physio, Medical, OT, PE, Music, Kitchen, Reception Show the learners an aerial picture of the school showing the main building and the outside environment around it. Using labels get them to identify what they think is natural and manmade in the picture. Show pictures of different places and the buildings that you may find in each. Ask the learners to identify natural and manmade. Make a colourful box and place a selection of manmade and natural objects inside. Let the learner place their hand inside the box ensuring that they cannot see what they are selecting, then get the learner to place is in the correct section labelled natural and manmade. Ask the learner why they think it is natural/manmade. They may say the wood is from a tree or a forest, or the shell from the sea/seaside. The rock is from the soil or a mountain. The pen and the toy chair is manmade etc. Walk around the school and first list what is natural and manmade. As an extension you could go into the hall and ask what do we do when we are in the hall. Do we eat in the hall? Is our bread manmade or natural? The cook makes the bread from the wheat grown in the field. Show them a book – is it manmade or natural. The book is manmade made from paper that is made from trees growing in our woods and forests.	Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Passports Please – Africa South America – Rainforests We're all going on a summer holiday - Europe Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live	
They use simple geographical language to communicate their ideas about various locations, functions and roles	Support the learner to communicate directional requests using a range of geographical signs/pictures and objects. To understand that maps can tell us the location of different places, start to learn how to navigate following a sequence of symbols/pictures.	Photographs, symbols, videos, Makaton, AAC, Eye gaze, communication book. Use of language and symbols up, down, left and right. Forwards backwards, North, South, East, West, above, below, near, far, close to behind, in front, turn, compass, compass points and location. Learners can practise with each other giving instructions such as move nearer the computer, turn around, move left and right. Move backwards, move forwards. The learners start to use and move according to the geographical language used. Symbols and Makaton should be used to visually support the instruction. Use a play mat with Bee Bot floor robots to explore direction. Show the learner a blank map of the school. Provide the learner with a number of copies. Go to the Reception area as a starting point. The starting point must be shown on the map for the learner use a symbol representing 'you are here' Provide the learner with	Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Passports Please – Africa South America – Rainforests	

			<p>the necessary words, arrow symbols showing different directions symbols and pictures that you have used in the classroom. On their map, using the resources provided, let the learner show how they would get to different locations within the school. Depending on the level of the student, they can use different combinations to show their understanding - just symbols, or symbols and words or just words. As an extension, if they were in Primary how would they get to the running track? Get the learners to show this on their map of the school. They can use arrows, or words. This will help to show their understanding of a geographical location of a place and the geographical language needed to explain this.</p>	<p>We're all going on a summer holiday - Europe Who am I? Is it a bird, is it a plane... Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
use resources given to them and their own observations to respond to simple questions about places and people	Support the learner by using a variety of different countries showing their different environments and habitats and the role people have in each of them.	<p>Photographs, symbols, video's books, AAC, Eye Gaze Makaton and communication book. Use a map of the world drawing attention to the land, continents and countries. Choose a country. Show video's, pictures and symbols linked to the country, the flag and discuss climate. What are people like in their different environments? What do they wear? What do they eat? What do they do What language do they speak? Do they live in a similar house to the learners? You could show a hot environment like Kenya. Show the natural grassland/savannah environment. The Massai people. Show their village. What are their houses made from? What animals would you find there? You could make a sensory story about a day in a village of Kenya. Make similar environments in trays or tactile pictures. Look at a different country such as Iceland. How does it differ to Kenya? Play roles to correctly place people to their environment. Learners could also look at the natural and manmade objects within each environment chosen. Look at or make a city environment using play toys or a play mat showing a variety of different shops and places to visit. How does that differ to a village? Look at a zoo with all the animals, a farm, a hospital, a leisure centre, a museum, the seaside. Ask what are people like in their different environments. What do they wear? What do they do? Make symbols or use pictures and ask questions such as where do I belong - in a city, river, mountain, desert or artic? Use songs and music where appropriate. School trips to the seaside, the shops, their own personal holiday experience. Different places and culture experienced by the learner through their own families. Visits to the school by organisations providing experience of different environments and cultures such as a Rainforest, Wildlife trust organisations and WOW events in the school.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle: We're all going on a summer holiday. (Europe) Passports Please! (a country far away – Africa) South America: rainforests Special People, special places Upper: Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>	
recognise simple symbols or representations on maps and plan	Support the learner to understand that maps can tell us the location of different places. Introduce various symbols to identify	<p>Photographs, videos, symbols, Makaton AAC, Eye gaze communication book. Share a children's simple treasure hunt map and draw attention to features such at the symbols and key. A basic map needs to show a compass symbol showing North, South, East and West, symbols to represent a land mark and a key to show what the symbols mean. Support learners to use the key to identify</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden</p>	

		<p>objects and show them as a key to show their location on a drawn map.</p>	<p>each object/picture on the map. Make a map of the classroom or another school environment. Use symbols/pictures to show landmarks that they need to go along the way to the treasure. Get the learners to make their own maps. Provide, if required, a selection of pictures for the learners to choose from. Go on a treasure hunt around the school following simple symbols or pictures. Look at different simple maps and their keys. Look at a map of the local area. Use Google maps the IWB. Look at the key for the school area. Does it show the school or the park nearby? Are there any shops?</p>	<p>People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle Who am I? Me, Myself and I Special people, special places Long, long ago: transport We're all going on a summer holiday Upper Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>
	<p>Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.</p>	<p>Support the learner by showing them the importance of how people can affect their environment.</p>	<p>Photographs, videos, symbols, AAC Eye gaze, Makaton and communication book. Discuss how different types of environmental issues could impact students' own lives. Explore what harms the environment; things like rubbish, littering, throwing plastic bottles and bags into our seas and rivers and ponds. Show pictures of clean and dirty environments and encourage students to make comparisons. What kind of environment would they prefer to play in? Go outside in the playground and see if they can find any rubbish. Look at video's and pictures of the different ways the air that they breathe can become polluted. Look outside can they see lots of cars and buses. Show pictures of the countryside and a city. Which picture would have the cleanest air? Show how they can help their environment by recycling. Explore and sort different objects that can and cannot be recycled. Look at the class-recycling bin and give students tasks of sorting or maintaining recycling within class. Explore how food can be recycled into compost to help our flowers and vegetables grow. Plant some new plants in the school environment. Use symbols and Makaton to reinforce learning. Sensory working wall on a rolling basis.</p>	<p>Lower Night and Day Great British Summer The Environment Let's Celebrate Down at the bottom of the garden People who help us Superheroes I can sing a rainbow Whatever the weather/hot and cold Where we live The High street Middle: Who am I? This is me! Me, myself and I Special people, special places We're all going on a summer holiday. (Europe) Passports Please! (a country far away – Africa) South America: rainforests South America: rainforests Upper: Let's Celebrate The Great Outdoors Different People, Different Places The town where we live</p>

History

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided	Cross- Curricula Themed Topic Cycle Links
<p>Development (P4 – semi-formal)</p> <p>Characterised by remembered responses and intentional communication</p>	<p>Recognise themselves and other people in pictures of the recent past</p>	<p>Support the learner by using language expressing different tenses for past present and future.</p>	<p>Modelling, repetition and visual support. Using symbols Pictures, single words using Makaton to support language, AAC Eye Gaze communication book. Using videos from school trips, plays. Asking the learner can they recognise themselves. Can they recognise someone else.</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Who Am I? This Is Me! I'm amazing. You're amazing. We're all amazing! Me, Myself and I, Long, Long Ago: Nurses, Great Fire of London, Toys, Walk like a dinosaur, Upper Different Places, Different People Through the Decades, The town where we live Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<p>link the passage of time with a variety of indicators</p>	<p>Support the learner to link weekend activities, summer holidays or seasonal changes to passage of time</p>	<p>Look at matching games and links to objects of reference. Pictures videos, symbols and Makaton AAC Eye gaze and communication book. Using language such as today, tomorrow and yesterday. Objects of reference for each season. What they would need, hear and see. Interactive games sensory art, collage, music songs coloured textured materials for each season. Summer - sunglasses shorts, sun cream tray of sand shells and water, seaside sounds sensory stories at the seaside make beach collage using paper paint plates. Winter – coats woolly hats gloves, water bottles, ice cubes ice packs. Large tray with shaving foam for snow and ice and polystyrene look at everything to do with Christmas. Autumn – trays brown leaves twigs use colours oranges and browns, leaf prints, sun catchers with leaves paper plates with base cut out cover with sticky back plastic add leaves cover with stick back plastic paint and colour rim. Spring Bunnies, chick's chocolate, Easter eggs flowers make own flowers with tissue. Put a selection of different seasonal items into a box. The learner can choose</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Who Am I? This Is Me! I'm amazing. You're amazing. We're all amazing! Me, Myself and I, Long, Long Ago: Nurses Long, Long Ago: Great Fire of London</p>

			an object and match the season – use seasonal pictures around the classroom for them to place object. Can also use events like Bonfire night, Halloween, Mother’s day, Valentine’s day Christmas and summer holidays as indicators to different seasons and time of year. Sensory calendars in the classroom. Sensory working wall on a rolling basis. Matching card games/snap.	Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Long, long ago:Transport Upper Different Places, Different People, Through the Decades, The town where we live, Let’s celebrate, We are not Amused, The Great Outdoors.
	use single words, signs or symbols to confirm the function of everyday items from the past	Support the learner by providing objects of reference from the past and present	Pictures symbols and videos Makaton AAC, Clicker 7 communication book. Using language old, new, in the past, now, long ago. Looking at ‘old from the past’ comparing with ‘new from the present’. Stories – Once upon a time, dressing up – role play, small world toys, transport – past horse and cart - present car toy from the past, old steam train, shuttle train toys from the present, books from the past and books from the present. Houses from the past, houses now. Animals/pets dinosaurs in the past cats and dogs now things you would find in a Tudor or Victorian kitchen and compare to kitchen now. Clothes from past and present. Compare is it the same now. Old mobiles new mobiles, old cup new cup. Ask the learners what their preference would be old or new.	Lower My favourite things Night and Day Great British Summer Amazing Me Let’s Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Long, long ago: Transport Upper: Different Places, Different People, Through the Decades, The town where we live, Let’s celebrate, We are not Amused, The Great Outdoors.
Exploration SS1 Characterised by concentration, recall and observation	Pupils know they took part in past events and they listen and respond to familiar stories about their own past	Support the learner by giving them the experience of watching and looking at past activities and giving them the communicational tools they need to express their understanding.	Choose a number of recently filmed events or photographs. Film or take pictures of a class role-play. Use symbols, AAC Eye gaze communication book and Makaton to support learning. Learners to be encouraged to observe their actions and actions of others. Asking questions did that happen yesterday or today or a long time ago. What can they see, what did they say? Look at pictures of school trips. Ask did the trip happen today or in the past? What did you do on the school trip? Did it make you feel happy or sad? Write a short story about the school trip or school event. Leave some information out and see if the learner is able to name a person or a place. Get parents to send in some holiday pictures of a past holiday or family	Lower My favourite things Night and Day Great British Summer Amazing Me Let’s Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle:

			<p>event/birthday. Can they name anyone in the photographs? Can they name where it took place or what they did? Was in hot (summer) or cold (Winter) Can they see themselves as younger or older. Reinforce that's what they looked like in the past, and this is what they look like in the present. Class jobs with photographs what job are they responsible for, can they remember what it is – what was their last responsibility? Older children can they remember when they started at school, or their fondest memory of a particular class in school. Make displays drawings posters.</p>	<p>Who Am I? This Is Me! I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
begin to communicate about activities and events in the past in response to personal items from their own early childhood	Support the learner by giving them comparable objects of reference used in the past, now and in the future.	<p>Photographs, symbols, videos, books AAC, Eye gaze, communication book. Good selection of baby, child and adult items. Baby clothes, clothes that the learner would wear now adult clothing. Get the learner to identify 'baby' clothes 'baby toys' 'baby utensils' baby food'. Would you wear, play or use that now? Reinforce correct answer by saying you used to wear that etc. when you were a baby. Get the learners to sort the items into what they think should go into baby box, child box, and adult box. Talk through as a group activity the objects in each of the box's to see if they are correct. You could introduce baby child and adult items from any chosen period, Tudor, Victorian, Roman and Greek. Do they look like any of the items in the box? Explore how they look different. Use pictures and symbols, videos. School trips and onsite school workshops. WOW event of period, re-enacting events of the past to give them the experience of what happened and how people lived 'then' make a comparison with how we live 'now'. Learners show understanding through choice, using symbols, pictures, words. Have pictures around the classroom for choices to be stuck on creating movement and interaction around the classroom. Short historical stories for children for example Robin Hood, or the Three Musketeers. Stories will help children to learn about a specific time and place. Use props role play Get the learners to retell the story as a group playing their chosen role.</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street</p> <p>Middle: Who Am I? This Is Me! I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper The town where we live Through the decades "We are not amused" (Victorian England) The Great Outdoors Let's celebrate Different Places, Different People</p>	
With some prompting or support, they answer simple questions about historical artefacts and buildings	Support the learner by providing the learner with objects of reference for comparable activities and appropriate communication tools where necessary.	<p>Choose a comparable historical artefact. Transport, clothing including shoes, jewellery toys etc. Look at photographs, videos, books, symbols, AAC, Eye gaze Makaton and communication book, using language – 'past' and 'now' Transport – show transport from the past and transport now. From horses to the first car, look at how they have changed to the cars that their parents use now. Look at bicycles and how they have changed. Is it the same</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes</p>	

			<p>as the bikes they use in the playground? Air balloons, aeroplanes, rockets. Learners could make their own air balloon with a balloon string and small light paper box and make paper aeroplanes. Clothing, shoes and jewellery – choose a time in history and compare to what the learners wear today. Use APPS for dressing up historical dolls from any part of history. Have sorting games where past and present are on opposite sides of the classroom creating movement. Dressing up, role play. Look at Victorian London what are they wearing, what transport can you see? Look at London today what transport can you see, what are people wearing, ask the learners what they can see that’s different. Go to museums, Transport museum, Victoria and Albert Toy museums etc in house presentation from outside source showing artefacts WOW events in school such as Victorian day, Greek Day, Egyptian day Roman day. Kitchen artefacts how did people in the past cook their food, what was in their kitchens, make a Tudor banquet and a modern meal which do they prefer? Are the plates the same? What are things made from? Look at some of the furniture from past and now. What are they made from? Look at some historical buildings and monuments using photographs videos, books, symbols and Makaton to reinforce language. Look at a Castle, Tower of London, Hampton Court, Luxor temple and pyramids, Pompeii. Visit a local historical building or show some internal pictures of a building what can they see can they say what it could be made from.</p>	<p>All about me Whatever the weather/hot and cold Where we live The High Street</p> <p>Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur</p> <p>Upper: Different Places, Different People, Through the Decades, The town where we live, Let’s celebrate, We are not Amused, The Great Outdoors.</p>
<p>Initiation SS2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Pupils recognise and make comments about themselves and people they know in pictures of the more distant past</p>	<p>Support the learner by providing a visual of themselves and others throughout different times in their lives.</p>	<p>Choose some clothing shoes and jewellery- choose a time in history and compare to what the learners and their parents wear today. Use APPS for dressing up historical dolls from any part of history. Choose clothes from the past and clothes from now. Have sorting games where past and present are on opposite sides of the classroom creating movement. Dressing up, role play. Look at Victorian London what are they wearing, how does that differ to what they wear now. Take pictures, make displays. Dressing up, role play. School trips to museums, WOW events in school such as Victorian day, Greek Day, Egyptian day, Roman day. Kitchen artefacts how did people in the past cook their food, what was in their kitchens, make a Tudor banquet and a modern meal which do they prefer?</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let’s Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle Upper Different Pces, Different People, Through the Decades, The town where we live, Let’s celebrate, We are not Amused,</p>

	<p>recognise some obvious distinctions between the past and the present in their own lives and communicate about these</p>	<p>Support the learner to note their attendance in a different class or at a different school in the past</p>	<p>Choose a number of recently filmed events or photographs. Film or take pictures of a class role-play. Use symbols and Makaton to support learning. Learners to be encouraged to observe their actions and actions of others. Asking questions did that happen yesterday or today or a long time ago. What can they see, what did they say? Look at pictures of school trips. Ask did the trip happen today or in the past? What did you do on the school trip? Did it make you feel happy or sad? Write a short story about the school trip or school event. Leave some information out and see if the learner is able to name a person or a place. Get parents to send in some holiday pictures of a past holiday or family event/birthday. Can they name anyone in the photographs? What class did they used to be in. Where was their class? What was it called? Who was in their class. Do they look different now?</p>	<p>The Great Outdoors. Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<p>Begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements</p>	<p>Support the learner by providing a variety of objects of reference pertaining to past and now and the communication tools needed to show their understanding.</p>	<p>Use pictures, videos, symbols and Makaton, AAC, communication books. Use pictures showing different stages and events of an adult's life or pictures provided by family of the learners. Talk through each picture and what is happening. Make a timeline with the pictures. Use key words or a small sentence get the learner to choose a key word and place onto the timeline. Look at previous pictures school shows or assemblies. Ask the learner was it past or present. How has the learner changed are they smaller or bigger? Make an All About Me book. Use school trip pictures, birthday party pictures. Show objects from past. Compare to what they use now. Use symbols, Clicker, Eye gaze to communicate their independent answers.</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused,</p>

	begin to pick historical artefacts out from collections of items	Support the learner to identify objects to help the understanding of how people lived in the past based on what they left behind.	Use photographs, videos, books Eye gaze, Clicker 7 AAC, symbols and Makaton and communication books. Use a selection of objects from a time in history Greek, Roman, Victorian or even from the 1960's. Pictures can be used instead. Have the equivalent objects used today. Keep them separate. Ask the learners to match the object from the 'past' to the object used in the 'now'. Put all objects into a box and sort into past and now. For example, a wooden plate used in Tudor times and a plate used today maybe a plastic plate. Learners could start to learn about archaeology by digging out objects from the past. In a large tray or in the playground hide pictures of objects from the past in the soil or sand. Pictures of cups, plates, long feathered pens, money, jewellery etc. tools, written language. Use the same objects and match the 'past' with the 'now'. Explore the different textures.	<p>The Great Outdoors.</p> <p>Lower</p> <p>My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street</p> <p>Middle:</p> <p>Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur</p> <p>Upper:</p> <p>Different Places, Different People, Through the Decades, The town where we live, We are not Amused,</p>
<p>Consolidation and Application SS3</p> <p>Characterised by the formation of skills, knowledge, concepts and understandings.</p>	They listen to and follow stories about people and events in the past as well as events in their own lives.	Support the learner by the modelling and repetition of language and providing visual support as a strategic tool to aid understanding of change over time and help introduce chronological order.	Photographs, videos, symbols, Makaton, AAC Eye-gaze communication books. Look at photographs of previous school shows, assemblies and school trips. Ask the learners what they can remember about what they were doing in them. Ask them if they were to do it today would they do things differently now – would that make it better. Have they changed since then – how? Create a class journal of class activities. Review weekly termly discuss what they did? Take photographs of the day's activities. The following day distribute the photos and create a timeline of events in the correct chronological order. Make an All About Me book with photos from school or from home (including their family as well as themselves) show events in the correct chronological order. Use single words or short sentence to describe what was happening in each picture. This could be shared with a group. Using weekend news from the Home School contact book discuss during a registration or circle time what the learners did over a weekend/holiday period. Using pictures for the register from past and now to see if the learners are able to recognise themselves and others. Storytelling, read aloud or using videos. Use different time periods. Role-play the same story wearing clothes from the time period and props	<p>Lower</p> <p>My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street</p> <p>Middle:</p> <p>Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur</p> <p>Upper:</p> <p>Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused,</p>

			ie knights and princesses, wooden plates, toy horses, toy castles Make pictures and objects from the past. Make a stain glass window representing the windows they may have seen in a church or castle/historic building. Look at videos of summer seaside holidays of the past eg Victorian how has it changed compared to now. Use objects symbols or pictures from past and present and get the learners to place on a 'past or now' table or area. Adults share stories about their own past events. Invite people into the school to discuss/tell a story their own life experiences.	The Great Outdoors.
	They sort objects to given criteria	Support the learner by providing objects of reference to understand how objects can change over time.	Use photographs, videos, symbols, Makaton, AAC of a variety of different objects after activities pertaining to different time periods covered in class activities/curriculum. Time periods could be, Anglo Saxon, Tudor, Greek, Roman, Egyptian, Victorian World War 2 1960's-1970'etc. Objects from 'past' and 'now' can range from clothing, toys, food, buildings, money, writing, schooling, tools used for writing, building, cooking. Sorting activities. Group all objects together allow learners to explore and sort into correct category. Have fun digging, learning about archaeology, digging out items – are they past or now. Use large black trays with soil, sand, tissue paper. For a more sensory experience, use water different textured fabrics, shaving foam. Could use water for finding hidden treasures from the past under the sea. Make a display of past and now objects. Make two working walls, one past, one now, both with objects, books covering the criteria. School trips to museums, churches, historical buildings with work classes for interaction and life experiences. School visits from outside bringing history from a chosen historic period into the classroom, transporting the children back in time.	Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.
	Indicate if personal events and objects belong in the past or present	Support the learner to understand that objects of reference look, feels, and operates differently in the past, when compared to the same object in the now/present and that some objects in the now/present were not in the past.	Photographs, symbols, videos and objects of reference from any chosen period in history that the learners have been working on. Sorting activities of objects of into the 'past and 'now'. Make a fun event after the learning activity has finished. Make a time machine in the hall. Use lights and lots of sensory materials and sounds to help stimulation for different levels participating with this activity. At the end of the tunnel let it branch into two, one side for the 'past' and the other for the 'now/present with a table for each.' Also have an 'don't know' table. Around the entrance have tables with items from the past and the present. Objects such as clothing, toys, pictures of people, symbols, transport, food, tools, buildings, money, writings,	Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle

			<p>books, music. Use pictures of the learners at different ages to see if they recognise themselves or others at different stages in their lives. You could also use school events such as plays, assemblies, school trips. Let the learners explore and choose an object or they could dress up. Let the learner go through the tunnel and let them decide where it is best placed in the 'past' or in the 'now' or don't know. Teaching assistants to note who chose which object and where they placed it. Learners dressing up must undress again leaving the clothing on the table. The learner returns to the entrance of the tunnel and has another go. Learners who are at a lower level but working with the group could 'dig' out some old/new money, or symbols/laminated pictures of objects from trays filled with soil, sand or shaving foam. Then students could go into the tunnel and use past/now symbols or yes/no cards to show their understanding of where to place their object. Photographs to be taken as evidence. Work together as a group to look where the objects have been placed.</p>	<p>Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<p>begin to use some common words, signs or symbols to indicate the passage of time</p>	<p>Support the learner by providing appropriate communication methods for the learner to show their understanding of how events occur at specific times of the day or in history.</p>	<p>Photographs, video's, symbols, Makaton, Clicker 7 – Eye gaze. Communication books, AAC Using appropriate vocabulary past, present, past, present, future, later, now, before, after, finished, today tomorrow, yesterday, days of the week, months of the year. Create tactile calendars/timetables give the learners objects of reference associated with given activities. Look at the past, things that have already happened. Look at baby pictures of learners and adults. Look at pictures of previous school trips, WOW events in school shows etc. Look at things in the present, the things that are happening now for example the assembly that morning or the class activities for the day. Look at the future, things that will happen later. The learner could draw a picture of themselves as an 'old' person, they could draw a picture a cut out a picture of the type of car/bike/house they would like to have. Create a timeline with three sections – Past, Present and Future. Get the learners to stick their picture of them as a baby in the past. Take a picture of the learner and place in the present. Fill the space with pictures, words or symbols of what they can remember in the past, adult support may be needed. They could have a picture of their sister/brother, the family dog, holidays they had, school trips, previous birthday pictures at home or in the class or the family meal out. What they ate for breakfast the school bus journey into school. Present has a picture of the learner taken in the lesson that is happening now. They could write the names</p>	<p>Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>

			of the person or peers they are with. In the future they could have where they would love to have a holiday, what type of mobile they would like to have they could have a picture of secondary school or college, a picture of a job they would like to do, a country that they would like to live in.	
can recount episodes from their own past and some details from other historical events with prompts	Support the learner to recall events using objects of reference.	Photographs, symbols, videos books Makaton, communication books about past events. Give the learner pictures and words and see whether or not they can recount the event in the correct chronological order/sequence as they happened. Look at some stories and pictures from old newspapers. Read out the story and have a class discussion. Get the group to recount the same story using their own words/pictures/symbols. Learners could recount events in their lives by writing a daily diary. Historical events in a given period of time such as Guy Fawkes, Queen Victoria, World War 2, Mary Seacole etc. Learners could make a poster to recount events retell the story in the correct chronological order.	Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.	
answer simple questions about historical stories and artefacts	Support the learner by providing objects of reference pertaining to a story or historical event to aid the learners understanding of a particular time and place.	Photographs, video's symbols, Makaton, communication books, Eye gaze, AAC, stories, history songs for children covering all time periods. Books, Horrible history book series. Use a selection of objects from a time in history Greek, Roman, Victorian or even from the 1950's. Alternatively choose objects from the decades 1950- 2020. Gather as many objects as you can i.e., clothing, toys, money, tools, kitchen utensils, technology, food, shops, buildings such as houses. Tudor kitchen, Victorian kitchen, Life in Roman Times Pictures of objects can be used instead. Short historical stories for children for example Robin Hood, or the Three Musketeers, William Shakespeare, Christopher Columbus, Ann Frank, Florence Nightingale, Neil Armstrong. Stories will help children to learn about a specific time and place. Ask learners to identify an object or objects and place correctly into its specific time period. Ask the learner if they are able to	Lower My favourite things Night and Day Great British Summer Amazing Me Let's Celebrate People who help us Superheroes All about me Whatever the weather/hot and cold Where we live The High Street Middle: Long, Long Ago: Nurses Long, Long Ago: Great Fire of London Long, Long Ago: Toys Long, long Ago: walk like a dinosaur	

			match the equivalent found today if there is one. Retell stories purposely leaving out key events for learners to correct. Ask specific questions about the key characters of the story. Learners can use iPad or computers to research items from a specific time period with adult support.	Upper: Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.
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Religious Education

P Level Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided	Cross- Curricula Themed Topic Cycle Links
Semi-Formal Pebble level 4 - Gaining Skills	<ul style="list-style-type: none"> use single elements of communication 	Support the learner to use words, gestures, signs or symbols to help them communicate their feelings and preferences.	Photographs, symbols, videos, books, communication books, Makaton, music – adding percussion to a particular song. Use a variation of ‘if your happy and you know it clap your hand, if your happy sad and you know it shed a tear boo hoo, if your excited – do a dance or wave your hand etc. Use picture cards showing expressions of different emotions, use current resources from in house SALT using symbols or pictures showing emotions such as happy, sad, confused, I like, I don't like, excited, surprised, worried. Let the learner express their feelings about the topic. Give the learner a small number of pictures /symbols to choose from. After each activity ask the learner did they like/not like did it make them happy or sad etc. Ask the learner to make the same expression into a mirror so they visually see how their emotions appear to others. Use these tools with chosen topics. Communicate feelings about a poem or prayer and place in a special place like a prayer tree. Encourage learners to explore their feelings through food Art, music movement and dance found within all religions as they celebrate their Festivals and Celebrations. Let the learner explore using all the senses allowing and giving them the time they need and use the right communication method for the learner to allow them to express their feeling. Help to identify emotions by discussing their emotions as they appear. Create coping strategies. Time out in a quiet place when they are sad or angry. Let the learner use a phrase or picture card with picture or word to request some time away to gather their emotions. Stories and role play.	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter
	<ul style="list-style-type: none"> show they understand ‘yes’ and ‘no’. 	Support the learner by asking questions and modelling response to given choices to help and develop their communication.	Photographs, symbols, of yes and no, Makaton to reinforce learning, Big Mac, switches if 2 available label one ‘yes’ and the other ‘no’. Communication book. Use objects of reference of a chosen religious festival i.e. Diwali. Read the story using objects of reference such as sweets, lights, fireworks (pictures or visual on IWB or iPad), monkey, monster king, small world people/dolls, jewellery, lamp, fabrics for clothing, small world people/puppets/dolls or pictures. Ask the learner “Do you want the monkey?” If the learner reaches out, or vocalises by sound or repeating the word, or by gesturing model yes by nodding your head, saying yes. Using Makaton for yes whilst saying yes. Say (name) said ‘yes’ (name) wants the monkey. After a short time, start to introduce something uninteresting. If the learner looks away, or seems to get agitated, model ‘no’ just	

			<p>the same way you did with yes. Repeat this a number of times. After a while try to get the learner to answer without help. Offer the learner an object of interest they said yes to before e.g. the monkey, but this time give an uninteresting object i.e. a piece of paper. The learner will either vocalise confusion or frustration, throw the object or hand it back. Say “oh! No - no paper” and give the correct object. As the skill is mastered learners could look at either yes or no symbols, use switches, make gestures or vocalise their choice. Try introducing different foods of each religion eaten at different rituals/festivals – see which ones they say yes/no to.</p>	<p>This Is Me! Festivals of light Christmas/Winter I’m amazing. You’re amazing. We’re all amazing! Me, Myself and I</p>
<ul style="list-style-type: none"> begin to respond to the feelings of others 	<p>Support the learner by teaching them the life skills needed to identify and know how to respond to other people’s emotions.</p>	<p>Photographs, symbols, videos, communication book, Makaton. There are many stories from all religions, it is important to use appropriate props for objects of reference. Short stories and role play using picture cards or symbols to show each of the emotions the people in the story must have felt. Stories such as Noah’s Ark – learners could explore the feelings of Noah and his family, saving the animals and relief of being saved from the flood. Small world animals and people and an ARK. Use a tray of water, water sprays, materials etc How did Mary feel when the Angel told her she was going to have a baby called Jesus. The Nativity story has lots of feelings throughout the story. The journey to Bethlehem, being turned away from the Inn’s, having 3 kings arrive in the stable with presents for baby Jesus. At different stages of the story have a number of emotion/feeling cards for the learners to choose from. Discuss why they thought the characters would feel like that. A story called The Prophet and the Ants for Islam and the story of Hanukkah for Judaism have a good variety of feelings for learners to explore. Role play parts of the story and see if the learners choose the correct feeling card. The story of Rama and Sita experience many emotions throughout the story. Re-enacting the story through role play and making objects of reference through Art, Cooking, dressing up allows learners to experience the feelings of others. They can recall and identify how the characters felt in different stages of the story, and start to learn how to respond when someone is happy, sad or excited. Ask the learners how would they feel if it happened to them and how they would like someone to respond.</p>	<p>Upper Different Places, Different People, Through the Decades, The town where we live, Let’s celebrate, We are not Amused, The Great Outdoors.</p>	
<ul style="list-style-type: none"> join in with activities by initiating ritual actions or sounds. 	<p>Support the learner by providing a holistic religious experience strengthening their relationship with other members of their community.</p>	<p>Choose a topic within a religion explore simple aspects of that that religion first looking at objects of reference. Look at artefacts from each religion ie Christianity - the bible, Cross/crucifix, candles, figurines of Jesus and Mary, rosary beads, toy church. Islam -Toy mosque and figurines, Quran, prayer mat, prayer beads, Pictures of Kabba, Hijab. Hinduism – Arti lamp, Figurines Ganesh, Vishnu, Lakshmi Rama & Sita Diva’s Garlands, Puppet with more than one face. Buddhism – statues of Buddha, Prayer beads, parayer bell, leaf and Lotus, Photographs, symbols, videos, Makaton, communication book. Learners can experience religious sounds through music – songs, hymns, bells, hand bells, Tibetan singing bowls, (place the bowl onto the learner and let them feel the vibrations), chimes and various percussion. Chanting, drumming, tribal dance, choirs, call for prayer. Mantra’s. Listen to stories behind each ritual. ie. Christianity – Baptism – fill a large bowl with water. Using a hand or small container pour some of the water over a dolls head to Baptise the baby. Show some pictures or videos to show that adults can be baptised to. Easter – Celebrate Shrove Tuesday and make</p>		

			<p>pancakes. Ask learners to 'give up' something for lent. Learners could try this ritual for just a very short period of time. Wedding – toy church, small figurines/dolls, lights, priest/vicar, music. Learners can watch a wedding on a video. Learners can dress up and re-enact a wedding. Learners can ask family and friends to show pictures of their weddings. The end of this ritual normally ends with a party, as part of the role play they could celebrate their wedding with food and squash. Islam. Look at the Quran and prayer mat. Ramadan explain to the learners that when Muslims have Ramadan they do not eat anything all day. No breakfast, or lunch nothing until the sun sets. Ask the learners how they would feel if they had to do it. Use emotion cards to help communicate their feelings. Use dates, breads, pasta, rice sweets, milk and water. Let the learners taste and feel each of the different iftar foods eaten at Ramadan. Eid – Talk about the idea of fasting, decorate the class with stars and moons, look at the prayer mat. – Buddhism – make garlands and streamers and decorate the classroom. Make a Lotus flower and the listen to the story of the lotus flower. Use oranges and make candle holders. Judaism – Sukkot Make small Torah rolls with sticks and fabric or paper – get the learners to write a message to read or look at as they open the document. Use Symbols/pictures or words. Make a miniature Sukkot using kitchen roll holders (12) green tissue and make paper chains to decorate. Make a large Sukkot in the classroom or outside with different fabrics. Use a lemon or citron scents, make a palm leaf. Listen to the story and role play. Hinduism – Diwali – Retell the story of Rama & Sita. Make lamps with salt dough and decorate. Use lights, firework sounds on video or switch. Make some pretend Indian sweets add cardamom to some playdough. Make some real Indian sweets and savoury food. Make a trail around the school for the class to follow. Representing Sita's jewellery that she used as a trail, or lights to show a trail for Rama and Sita to find their way home. Colour Rangoli patterns. Get the learners to discuss the story who was good and bad in the story. Ask them did the story end in a good way or a bad way. Harvest time, use the story behind why we celebrate Harvest. Explain the importance of why it is good to think of others and donate food and other items at this time. Look at colours and foods used at this time. Harvest assembly is a good time to bring the community together and invite guests from outside. Everyone participate in the making of a huge Harvest loaf.</p>	
	<ul style="list-style-type: none"> • may demonstrate an appreciation of stillness and quietness. 	<p>Support the learner by providing opportunities for reflection.</p>	<p>Provide the learners with a non-denominational space, Use the sensory garden, quite area in secondary, the wooden Gazebo in reception /primary area. Dark or light sensory rooms, a darkened classroom with a 'do not disturb sign on the class door'. Look at Atmospheric music/ meditation music, lights and various scents. Sensory massage. Local park gives learners an opportunity to immerse themselves in an environment to appreciate things that can easily be taken for granted such as the beautiful flowers, the birds singing in the trees, the bee's and the insects. Even the gentle sway and sound of the branches and rustling leaves of the trees by the gentle breeze. A video with the sound of the sea, gentle, rhythmic, waves rolling onto the shore. Allow learners to communicate their feelings using symbols/words. A learner may also choose to just close their eyes</p>	

			and listen. Some learners may be so relaxed in the atmosphere and the moment that they will simply fall asleep.	
Exploration SS1 Characterised by concentration, recall and observation	<ul style="list-style-type: none"> respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings 	Support the learner by providing an opportunity to explore artefacts symbols, and stories and meanings of different religions to stimulate enquiry.	Photographs, symbols, video's Makaton, communication book, AAC appropriate words to select from using Big Mac and switches. Use pictures of important buildings/statues for different religions. The church in Christianity. Ask the learners why would they go to church. Use different rituals as examples i.e. baptism, weddings, Sunday mass, special Christmas mass, funerals. Ask learners questions and meanings such Why do Christians get baptised – is it to wash the dirt or the sin away. Look at some Christian artefacts. The nativity set, use a complete set if you have one. Explore the story ask the learner when do we celebrate the birth of Jesus. Hopefully they will say Christmas time) Who else is in the nativity story. Ask what religion has a cross? Ask the learners why we light a candle at the end of assembly. Have two objects a cross and a pray mat. Ask the learner which would be Islamic. Why is the prayer mat used? You could ask the learner this man is Jewish show a picture of him wearing a kipper. Ask the learner would he read the bible or the Torah. Listen to the story of Buddha. Use some props for the story orange robes crown for kings and queen pictures of a Bodhi tree, toy animals. Show compassion and kindness to the animals. Create a Buddhist home in the classroom. Have some flowers, pretend candles and scents. Hinduism – make the sacred river in a tray. Look at the story of Ganesh. Show pictures and statues if you have them. Create a shrine in the classroom. Put some odd objects amongst the props to see if the learners are able to identify what does not belong. Look at some of the other gods, Brahma Vishnu and Shiva. Play role can be used to show learners something being created, something to keep safe and preserve, and the destroyer. Ask the learners questions about key points of the stories. Use symbols, pictures and Makaton to help with communicating their answers. Use the story of Rama and Sita use different props at different points of the story to see if they can acknowledge that it is wrong. Sikhism – look at the Khanda and the symbols within it. Make a Khanda in class. Look at the Gurdwaras building – make one in the classroom, make a tent to represent the building. Put a head covering on all learners, all learners to take their shoes off when they enter. Everyone is to sit on the floor (if able to) use a bowl to wash hands or feet. Share some food. Listen to music. Use fabrics and make a turban. Explore objects of reference for the 5K's. Uncut hair (kesh) – could use a doll or bits of wool. Explore long hair a sign of spirituality. A comb (Kangha) a sign of cleanliness. Steel bracelets (Kara) - good deeds. A sword (Kirpan) - protection and a pair of shorts (Kaccha) a sign for self-discipline.	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.
	<ul style="list-style-type: none"> respond to a variety of new religious experiences 	Introduce new religious experiences involving music, drama, colour, lights, food, or tactile objects	Use photographs, symbols, videos, Makaton AAC, communication book. Christianity, listen to different types of music found within all types of Christianity. Use different types of percussion, use a sound beam for pupils with where movement is limited. Gospel music, praise and worship music such as carols and hymns, Byzantine, Franciscan monks, modern contemporary. Islam – call for prayer. Devotional songs used at the time of Ramadan. Music for Eid. Music played at Jewish religious festivals worshipping God. Hindu's have many Bhajans, simple songs when worshipping different God/Goddess. Meditational music for reflection and contemplation for Buddhism, chanting. Sikhism – singing	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle

			<p>hymns using the rabab. Explore the variety of different musical instruments used in all denominations. Role play of different religious events, i.e. The Nativity, Sukkot, Hanukkah, Diwali, Hajj (explore what it feels like to go on a long journey to Mecca). Meditate like Buddha. Explore different colours used in different religious events e.g. Holi festival – use different paints and powders, coloured ribbons fabrics etc. look at different colours of fabrics used by all religions for different festivals and celebrations. Look at religious leaders i.e. what do they wear, compare priest and Imam, rabbi and Buddhist monk. Different forms of lights – candles and lamps in churches, mosque, synagogue and temple and home altars. Cook different types of religious foods for all denominations i.e. pancakes for Shrove Tuesday, chocolate items for Easter and Christmas. Bread and fruit juice for communion. Food eaten at Ramadan and Eid sweets and savouries, look at Halal and Kosher foods, Hindu - look at different types of vegetables cook, smell and taste. Check all eating plans before offering any foods to learners. Use objects of reference where available used by all religions.</p>	<p>Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<ul style="list-style-type: none"> take part in activities involving two or three other learners 	<p>Support the learner by providing opportunities for co-operative learning to help understand their own beliefs and that of others.</p>	<p>Photographs, videos, symbols, Makaton, communication book. Fill a tray with lots of different coloured balls. Firstly, tell the learners that you want everyone to have a toy so you will have to share them. Begin with 'one for you' continue until all the balls have gone. You could have an even number of toys to start. The learners will see that they have all the same amount. Do the same again but this time ensure one learner has less. Oh no! Michael has not got enough. Ask the learners who would like to share one of theirs? Does the learner show empathy for the other? Give a learner a tray full of biscuits. Ask who would like to share them out. Read a story, but before ask the learners would they like you to share it with them. When talking religious stories, events and festivals you are sharing the beliefs and values of others. Food sharing is customary in all religions. Tell the learners giving something to another who has nothing or less than you is sharing and being compassionate. The third pillar of Islam encourages followers to share what they have with others.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>

	<ul style="list-style-type: none"> engage in moments of individual reflection. 	<p>Support the learner by providing opportunities to reflect on actions or behaviour of themselves and others.</p>	<p>Photographs, videos, symbols, Makaton AAC, communication book. After an activity tell the learners to sit together in a circle. Ask each one question about it. Learners can answer in a single symbol/word or words and symbols or short sentences. You could ask the learners could they have done something differently or better. Mindfulness and meditation. Listen to music, use the dark and light sensory rooms. Use the IWB and watch mindfulness videos with the lights low or off gives learners time to think in a space of their own. Remind them in Buddhism it is important to be calm and peaceful. Use the quiet area in the playground, allow the learners to reflect their experiences, they can reflect on what worked, what did not work and how to make things better next time. Let the learners draw how something made them feel. Time out strategies to help reflect on individual's actions or behaviours. Do some colouring, use singing bowls or listen to some quiet chanting. Using different objects of reference – Symbols/picture cards ask how did they feel then, how do they feel now, what would make them feel better.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<ul style="list-style-type: none"> express and communicate their feelings in different ways 	<p>Support the learner by providing resources accessible to the learner to use to communicate their feelings.</p>	<p>Photographs, videos, symbols, Makaton AAC, communication book. Use repetitive and routine class activities, morning registration, circle time etc. to ask learners how do they feel/ how did playtime go/ how was lunch. Use a feeling chart/poster so they could point to a face which may resemble how they feel. Use emotion cards or photographs throughout an activity. Matching games to match an emotion. Copy the learner's expression and mirror it back, use a mirror so they can see their own emotion and how it looks to others. Let the learner explore the emotions of others in a group. Role play different scenarios like falling over how would that make you feel; its Gemma's birthday how does she feel. Watch a religious story. Stop periodically and ask the learners how they think the characters are feeling. Use an emotion cloud in the classroom, let the learner place his emotion card on it.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I</p>

				Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.
<ul style="list-style-type: none"> respond to others in group situations and cooperate when working in small groups 	Support the learner by providing opportunities to participate in group activities	Photographs, videos, symbols, Makaton AAC communication book. Learners can play parachute games; the learners will learn that each will have their turn in the group. At the end ask the learners to work together and try and get all the balls off the parachute. Learners can take it in turns to roll a ball to each other or select who it could be moved to. Making different religious objects of reference, learners could take turns who is making each prop, whose turn is it to use the glue. Learners correctly sequence the order of a religious story or event taking it in turns. Taking turns at choosing a religious song or object of reference. Taking turns in role playing different characters in a religious story, i.e. the Nativity. Taking turns to be Mary, Joseph, angels, three kings etc. Taking turns in cooking, each have a turn in adding an ingredient mixing the pancake mix for pancakes. Taking turns in doing a Holi dance. Taking turns in making Christmas decorations.	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.	
<ul style="list-style-type: none"> listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals 	Support the learner by providing objects of reference to all denominations and giving opportunities to share their experiences with others.	Photographs, videos, symbols, Makaton, AAC, communication book. Storytelling, let the learners tell you what happens next when you have purposely left something out during a story. Noah's Ark the animals went in (blank) say nothing and see if the learner can tell you two by two. Let the learners hold an animal each and go into the pretend Ark in pairs. Let the learners choose the stimuli for the water – spray bottle, make sure you have objects which do not correlate to the story to gauge understanding. Give the learners songs and music that would/not be appropriate for the story. Ask the learners if they were to meditate like Buddha should I listen to this or that, ask learners to celebrate Christmas (the birth of Jesus) what songs should we sing. Colour in Rangoli patterns, make Holi posters using paint and powders. Use coloured ribbon and decorate the	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places	

			<p>classroom. Go outside and use coloured powder on the playground. Make all sorts of Christmas decorations, decorate a Christmas tree. Make lights and sweets for Diwali, retell the story in an assembly. Make a Christmas tree in the classroom. Make Hanukkah candles, mini Torah and sukkots, make sweets and savouries for Eid, have an Eid party and invite other classes. Ask the learners to bring in some pictures of how their families celebrate their religious festivals at home. Share this within the class. Make a book or journal on how the class celebrated the religious festival or event.</p>	<p>Christmas / Winter This Is Me! Festivals of light Christmas/Winter Long, Long Ago: Great Fire of London I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<ul style="list-style-type: none"> carry out ritualised actions in familiar circumstances 	<p>Provide the learner with modelling of appropriate behaviour and action during a religious celebration or event.</p>	<p>Photographs, videos, symbols, Makaton, AAC, communication book. Show appropriate behaviour and actions used during religious celebrations and events. In church, show the candles are lit during ceremonies, sitting quietly during collective worship. Wearing of a kipper, blessing yourself with holy water before entering a church, washing hands and feet before entering the mosque for prayer. Going to church on Sundays Easter and Christmas. Going to the Mosque on a Friday, fasting and celebrating Eid. Praying, baptism, getting married, communion, reading special prayer books, the bible, Quran, Torah, using prayer beads. Going on a Hajj. Paying 5 times a day. Naming babies. Bar/Bat Mitzvahs, using religious objects. Having shrines in the home.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>

	<ul style="list-style-type: none"> start to be aware of their own influence on events and other people. 	<p>Support the learner by providing examples of rules within religions and the local community.</p>	<p>Photographs, videos, symbols, Makaton, AAC, communication books. Stories and parables found in all denominations. Christianity and Judaism - you could use the Ten Commandments. Rules made by God to teach us the right way we should all live – what is right – and what is wrong. Role play climbing the mountain and receiving tablets. The tablets in the class could say the class rules for all to follow. You could role play and take/steal an object that belongs to someone else. The person whose belonging has been stolen becomes very sad and pretends to cry. You could use symbols and pictures to show all the different emotions. Watch the response of the learners and ask them was it right to take something that does not belong to you. You could also use the commandments given by Jesus – Love thy neighbour as you love yourself. Show love compassion and kindness to all. Being unkind i.e. bullying someone and making them feel upset about what you said or did to them, hitting, spitting, not sharing, not helping, using example of all of these will show the learner how their actions can have a positive or negative impact on others. Being good and following rules are in all religions. Simple rules of the school can also be given i.e. uniform, rules of the playground and class rules. Giving presents at birthdays and at Christmas time can show the learners how they can make someone feel happy.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter I'm amazing. You're amazing. We're all amazing! Me, Myself and I</p>
	<ul style="list-style-type: none"> show concern and sympathy for others in distress 	<p>Encourage the learner to express sympathy through gestures, facial expressions or by offering comfort</p>	<p>Photographs, symbols, videos, Makaton AAC and communion books. Stories and role play. An adult could pretend to hurt themselves in the classroom. They call out for help. The adult acts very sad and show this by facial expressions. Use symbols with emotions and ask the learners how do the adult feels. Use symbol cards or pictures showing different ways the learners could help in this situation. For younger children you could use small toys and animals so the learner can pick them up and give them a cuddle. Using the Good Samaritan as an example of helping someone in distress. Watch a video of the story. Helping others by giving water when thirsty, food when hungry, clothes when cold. Role play each letting the learners take it in turn to pretend to be hungry. Another learner using toy food to help. Talking about giving to charities, how they help people in distress. How we can help the charities by donating food and gifts during Harvest Festival or Christmas time. Helping an injured animal, shows compassion and kindness to all of God's creatures.</p>	<p>Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
<p>Initiation SS2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Pupils listen to and follow religious stories</p>	<p>Support the learners by giving objects of reference as an aid for them to use to help answer simple questions.</p>	<p>Photographs, symbols, videos, Makaton, AAC, communication book. Use any story from chosen denomination. Use the correct props for each. Use pictures of the characters. Retell the story and stop periodically and ask the learners to choose the correct character, for example the angel appeared to Mary to say she was going to have a baby. See if the learner can choose the symbol/word for 'Angel' You could have a picture of an angel and a picture of an adult. Let the learner choose the correct answer. Use the name Mary and another name. Show a picture of a baby and a present. If the learners are able give more than two choices. Older learners could explore that the baby 'Jesus' was in fact a gift from God for mankind. Use a selection of pictures to see if the learner can place them into the correct sequence of events. Choose some learners to retell the learners the story. Let the learners correct them where they have made mistakes. Ask the learners simple questions about who, what and where.</p>	<p>Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live Middle Who am I? Special people, special places</p>

	<p>They communicate their ideas about religion, life events and experiences in simple phrases</p>	<p>Support the learner by providing the right communication tools to express their personal response or reaction.</p>	<p>Photographs, symbols, videos, Makaton, AAC, communication book. Storytelling and role play. Use religious artefacts that relate to the story or event from one of the religions. Ask the learners about their experience. What was it like sheltering in the Sukkot? How did it feel? Going on a Hajj – what was it like going on a long journey. You could ask the learners have any of their family members been on a Hajj. How did they feel playing one of the characters in the Nativity? Making and tasting the different foods of different religions. What was it like playing an instrument used in prayer or singing? Ask the learners do any of their family members have shrines in their homes. Get them to explain what it looks like. They could use symbols or short sentences. Have they been to a wedding, christening, Bar/Bat mitzvah, a family Eid gathering, or watched fireworks at home for Diwali. Learners could share their experiences within the group. You could have a visitor to the school from a chosen religion and let them tell them a story and show artefacts. Make an assembly about the story and share with the rest of the community.</p>	<p>Christmas / Winter Long, Long Ago: Nurses</p> <p>Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.</p>
	<p>They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</p>	<p>Support the learner by giving opportunities to develop their thinking skills by identifying what went well and how they could make it better.</p>	<p>Photographs, videos, symbols, Makaton AAC, communication book. Look at different religious buildings, or visit if appropriate. Create some aspects found inside a religious building along with the artefacts found with each. Look at the songs, foods, rituals etc. Get the learners to recreate some of the things that they have seen, it could be stain glass window, a simple cross, drawing of the robe or clothing used by the religious leader, the colours used in a mosque, make a mosaic pattern using sensory fabrics, tissue and coloured paper or colour a Rangoli pattern. Learners could write a description of what they saw and experienced. Let the learner look at the piece/pieces of work they have done. Ask the learner what was it about their object of reference that made them choose to do it. Did they like/not like making it. Could they make it look better? How? This can be done individually or as part of a group. A wall display could be made using the objects made, and their evaluation of their work placed beside. Make a class journal about a trip or an event. Each learner chooses what they like and did not like, a picture of the organ in the church could say 'Michael liked listening to the music on the organ'. Look at weekend news and ask what they liked/not like doing at the weekend. Take photographs of the celebrations and festivals celebrated within the school and local community. Let the learners communicate about it. Role play with learner's different scenarios where it will give them an opportunity to identify whether or not their behaviour is right or wrong when the consequences of their actions or not taking the right action is pointed out to them. Using rules within each religion, or the class rules can also be used to give examples. A child that always shouts out could be asked why they have not been chosen to answer the question. A child who refuses to share their toys/food could be asked why a peer is upset and refuses to play with them. It is important that learners are given the opportunity to identify their behaviour good and bad as and when it happens. Make clear behavioural plans with strategies with consequences using visual support.</p>	
	<p>They find out about aspects of religion through stories, music or drama, answer</p>	<p>Support the learner by covering all aspect of each denominations</p>	<p>Photographs, videos, symbols, Makaton, AAC, communication book. Storytelling, role plays, listening to music played at different celebrations and festivals, looking at and touching different religious artefacts, learning about the morals</p>	

	questions and communicate their responses	and providing the right tool for them to communicate their understanding.	within each of the stories for example, the Good Samaritan was a good man. The demon king in Rama and Sita was a bad man. Understanding a range of different vocabulary, good, bad, kind, love, charitable, pray, God. Give choice of more than one symbol for the learner to choose from for answering questions.	
	They may communicate their feelings about what is special to them	Support the learner by helping them understand why something is special to them.	Photographs, symbols, videos, Makaton, AAC, communication book. Discuss as a group what is special to them. It could be something in the class, their friend, a special toy or even a place. If it's an object, ask the learner could it be passed around so others can see and feel why it is special. Ask the learner why their chosen friend is special. Use symbols cards with words like, kind, makes me laugh, helpful, funny etc. Do the learners have a special place at home? Learners could create their special place in a role play area of the classroom. It could be a place in the classroom, a cushion or even a blanket. Is there a special place they go to with their family? Could it be a place of worship? Are their special events like their birthday, Mother's day, Father's Day, special family times like Christmas and Eid. Explore with the learners why each of them is special to them.	
	They begin to understand that other people have needs and to respect these	Support the learner by helping them to consider the thoughts, feelings, beliefs and values of others.	Photographs, videos, symbols, Makaton, AAC, Communication books. Storytelling, role play, ask the learners through emotion cards or pictures/symbols how they feel during certain activities, how they think others feel. Being able to Understand that other learners need time to answer their questions, others need to have quiet moments during the day for reflection or to concentrate on their work in the classroom. Use a social story or even comic strips to help support the expression and recognition and need of others. During a group activity ask the learners does everyone have what they need so they join in with the activity. It could be a musical instrument or simply allowing someone to share their glue so they can take part in making something.	
	They make purposeful relationships with others in group activity.	Support the learner by providing opportunities for the group to work together.	Photographs, videos, symbols, Makaton AAC, communication book. The learners could make something to achieve a goal. Raising money for charity is a good way for the learners to learn about being helping others, being charitable in providing money that helps individuals that are in need. For Zakat the learners could make posters telling everyone that we are going to make cakes and makes lots of money for a chosen charity. It could be Children in Need, Sports Relief, Red Nose Day. Get the learners to make some posters in groups. Distribute the posters in groups. Bake the cakes in groups, some for adding the ingredients, mixing cooking and decorating. Learners to sell the cakes as a group/class. Count the money afterwards and give the money to the chosen charity. Learners could work together in making a display about a religious story celebration or festival. Learners support each other and offer help when needed.	
Consolidation and Application SS3 Characterised by the formation of skills,	Pupils listen attentively to religious stories or to people talking about religion	Support the learners by providing the right environment for them to concentrate and listen to what is being said.	Photographs, videos, symbols, Makaton, AAC, communication book. Choose a religious story. Either read out the story or role play using religious artefacts where available. Learners could re-enact a story, i.e. the Nativity, Rama & Sita, The story of Buddha (they could sit in the dark or light sensory room listening to meditation music and pretend that they are under a tree. You could Sukkot etc. Ask the learners to sequence the story in the correct order using pictures. Ask the learners were there good people or bad people in any of the stories. Are the learners able to identify sections or parts that have been purposefully left out.	Lower Night and day Great British Summer Amazing Me Let's celebrate People who help us All about me Where we live

knowledge, concepts and understandings.	They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories	Support the learner by providing objects of reference for them to revisit and giving the opportunity to expand further on their level of understanding.	Photographs, videos, symbols, Makaton, AAC, communication book. Learners are able to identify some of the rituals that take place in different places of worship. Learners could look at pictures from past activities and either identify what is happening in the picture or describe what is happening in the picture using symbols/words or a short sentence. They could look at past celebrations and festivals and describe how it made them feel or what emotions others may be experiencing, i.e. John is happy because he is smiling, or simply use two words - happy and smiling. Learners could make a poster or a short PowerPoint to describe the events of a religious festival or celebration.	Middle Who am I? Special people, special places Christmas / Winter Long, Long Ago: Nurses This Is Me! Festivals of light Christmas/Winter
	They begin to understand that religious and other stories carry moral and religious meaning	Support the learner by teaching them that different faiths have the same message told in a similar or different ways.	Photographs, videos, symbols, Makaton, AAC, communication book. Storytelling, role play, choose a story for example the Good Samaritan, the prophet and the Ants, any story where the learners can explore how important it is to show care and concern for all of God's creatures big and small. Learners could re-enact the story, help their peers in the classroom, look after the flowers and plants in the playground and in the classroom. Show kindness, being helpful and charitable and showing love and compassion for all living things.	Long, Long Ago: Great Fire of London I'm amazing. You're amazing. We're all amazing! Me, Myself and I
	They communicate simple facts about religion and important people in religions	Support the learner by helping to answer simple questions with worship of different denominations.	Photographs, symbols, video's Makaton. AAC, Communication book. At the end of a chosen religion ask the learners to identify or describe why we would go to a church, mosque, synagogue, Hindu temple etc. Ask the learners what do we in each of the places of worship i.e. pray some of the different rituals done in each, what important people are in a church or mosque., i.e. what names do we give them. What sort of music or songs do different religions use? What are the different ways celebrations and festivals are celebrated i.e. Christmas, Easter, Ramadan, Eid, Diwali what foods are used	Upper Different Places, Different People, Through the Decades, The town where we live, Let's celebrate, We are not Amused, The Great Outdoors.
	They begin to realise the significance of religious artefacts, symbols and places	Support the learner to come into contact with the culture and tradition of different religions	Photographs, videos, symbols, Makaton, AAC, communication book. Look at the different religious artefacts at the end of the religious topic Used by Christians Muslims, Hindu's, Jews, Sikhs, Buddhists. i.e. Christianity - the bible, Cross/crucifix, candles, figurines of Jesus and Mary, rosary beads, toy church. Islam -Toy mosque and figurines, Quran, prayer mat, prayer beads, Pictures of Kaaba, Hijab. Hinduism – Arti lamp, Figurines Ganesh, Vishnu, Lakshmi Rama & Sita Diva's Garlands, Puppet with more than one face. Buddhism – statues of Buddha, Prayer beads, prayer bell, leaf and Lotus flower. objects of reference for the 5K's. Uncut hair (kesh) – could use a doll or bits of wool. A comb (Kangha) Steel bracelets (Kara). A sword (Kirpan) - pair of shorts (Kaccha). Matching games, match the building with the religion. Match the religion with the correct book i.e. the Bible, Torah, Quran Ask the learner why someone would go there. Use different religious symbols i.e. Cross, moon and star found on top of a mosque, Om, Star of David, Lotus flower. Wheel of Karma and the Khanda. Ask the learner to match the religion with the symbol.	

Impact - What difference is our curriculum making?

Progress in the humanities Semi-Formal Curriculum is currently assessed using the school's Pebble level 4 and Stepping Stones.

Individual outcomes for learners in this curriculum area are set for each key stage through the learner's Education, Health and Care Plan under Cognition and learning. Annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings and reported on, annually through the EHCP Annual Review.

Learners at Key Stage 4 work towards awards that recognise their progress towards humanities outcomes using Key stage 4 Humanities AQA Unit Awards. Some learners may work towards WJEC Entry Pathway awards.