	Cycle 1 (2025/26)						Cycle 2 (2026/27)						Cycle 3 (2027/28)					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Pathway 1	See MD and CLL schemes of work and routes for learning guidance, other Schemes of Work for reference can include PSED and PD																	
Pathway 2	**Media and Materials** Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers.	**Creative Performance** Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.	**Design Technology** Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices.	**Media and Materials** Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity.	**Creative Performance** Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.	**Creative Expression** Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support.	**Media and Materials** Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences	**Creative Performance** Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.	**Design Technology** Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices.	**Media and Materials** Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity.	**Creative Performance** Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.	**Creative Expression** Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support.	**Media and Materials** Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers.	**Creative performance** Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body.	**Design Technology** Pupils will be able to use singe adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas.	**Media and Materials** Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences	**Creative Performance** Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions.	**Creative Expression** Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)
Pathway 3	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.	**Design Technology** Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.	**Creative Expression** Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.	**Design Technology** Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.	**Creative Expression** Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.	**Design Technology** Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.	**Media and Materials** Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.	**Creative Performance** Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.	**Creative Expression** Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of relevant costumes for different characters, showing an awareness of familiar roles in their community.

Curriculum: Implementation

Pathway 1	Pathway 2	Pathway 3
	Creative Performance · Drama games · Action songs · Follow the leader games · Burst pause, with pupils finishing off familiar rhymes and songs · Turn-taking games · Call and response songs/drumming · Resonance boards · Music exploration area · Fine motor activities to improve physical manipulation skills · Body sounds copying games – clapping, stamping, tapping etc · Movement and music sessions with specialist teaching staff · Adult modelling · Hand under hand for practising new fine motor skills · Partner mirroring work **Media and Materials** · Construction area – block play and connecting · Transient art stations with loose parts and varied surfaces to create on · Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised · Large scale building opportunities in indoor and outdoor environments · Junk modelling · Lego therapy · Write dance · Interactive whiteboard drawing games · Ipad drawing games · Touch wall in sensory room · Colour changing equipment and switches in sensory room · Free play art room setup with access to a range of mark-making and painting materials. · Light box colour mixing with translucent objects and materials · Paint mixing station · Outdoor mark-making area (blackboard, whiteboard, water painting) · Texture trail, texture baskets · Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing · Parallel Play · Open-ended, process led art opportunities **Design Technology** · Woodwork area – range of tools, materials and safety equipment · Messy play · Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc) – clearly labelled and well organised · Fine motor activities to improve physical manipulation skills · Staff modelling of tool use with the lowest level of prompt necessary · Constant access to personalised AAC · Modelling of key language by all staff as well as modelling of AAC use relevant to the child · Colourful semantics · Gardening activities · Role play area with everyday tools · Identi-play · Commenting **Creative Expression** · Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen · Write dance · Big draw · Drama games · Sensory stories with elements of dressing up and role play · Structured small world story telling sessions · Scrap books of the pupils' activities with photographs and pupil notes/drawings Community/Specialist Provision: · Community trips to the shop, library, fire station, hairdressers etc · Puppet shows	**Creative Performance** · Performance groups in movement lessons · Performances in whole school assemblies · Action songs · Music area with a wide range of instruments which can be played in different ways · Sequencing activities using visual supports · Pattern making activities with physical objects and actions · Modelling of simple sequences which can be adapted · Choir (sing and sign) · Singing hands activities · Movement and music sessions with specialist teaching staff · Music layering apps and computer programs for composing their own music (suggestions in resources section on Fdrive) · Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc) · Follow the leader activities – led by the child **Media and Materials** · Independent access to a wide range of art and craft materials, tools and equipment across the school day – clearly labelled and well organised · Free-play art room set up. · Transient art stations with loose parts and varied surfaces to create on · Artist focused explorations to model new ideas and techniques · Open-ended play opportunities, supported by flexible staff who follow the lead of the child · Commenting rather than questioning · Creative ipad apps (suggestions in resources section on drive) **Design Technology** · Modelling of key language and use of child's AAC · Plan, do, review structure at language level appropriate to the child · Visual supports for planning and evaluating activities at the key word level appropriate to the child · Staff modelling of tool use, with no physical prompting · Woodwork area · Construction area with higher level resources – mechano, junk modelling, cogs and gears etc · DT packs covering a wide range of projects (sewing, woodwork, printing, textiles, clay modelling etc) focusing on one area for several weeks to build confidence · Backward chaining of sequences of actions · Adult modelling · Commenting · Visual schedules **Creative Expression** · Big draw · Pupil scrap books · Small world and puppet storytelling sessions · Simple animation using photographs with movie maker · Role play area with a wider range of themes and including multiple roles, some of which may be further from the child's everyday experiences – holidays, seaside, cinema etc · PSED emotions sessions – mirror work, storytelling, circle times · Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day · Adult modelling