	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	Pupils within pathway one access our KUW curriculum through planned provision																	
Pathway 2	**The World:** Pupils will explore and interact with natural objects. **People and Communities:** Pupils will have a good understanding of significant relationships.	**Scientific Enquiry** Pupils will explore simple scientific equipment in a range of environments linked to their senses **ICT:** Pupils will have a good understanding of cause and effect.	**The World:** Pupils will have a good understanding of the way we use different everyday objects.	**Scientific Enquiry** Pupils will explore simple scientific equipment in order to use them for a specific planned effect **ICT:** Pupils will be able to access a range of devices using buttons, dials and switches to select.	**The World:** Pupils will know that some objects have related parts in order to use them appropriately. **People and Communities:** Pupils will become more interested in stories regarding themselves and their families.	**Scientific Enquiry** Pupils will use simple scientific equipment for a specific planned effect. **ICT:** Pupils will be able to access a range of devices to alter different functions.	**The World:** Pupils will have a growing awareness of their environment. **People and Communities:** Pupils will have a growing awareness of their sense of self; by identifying themselves and significant others in pictures.	**Scientific Enquiry** Pupils will experience their actions on objects and materials. **ICT:** Pupils will be able to use an iPad with control to navigate a range of functions.	**The World:** They will use their memory/signs/ symbols to transition and find areas within their environment.	**Scientific Enquiry** Pupils will experiment with their actions and objects changing/ repeating these actions to increase their problem-solving skills. **ICT:** Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard.	**The World:** They will use their memory/signs/ symbols to independently transition within familiar environments. **People and Communities:** Pupils will be able to comment on pictures of themselves and be able to identify simple attributes that make them unique.	**Scientific Enquiry** Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing/ repeating these actions to increase their problem-solving skills.	**The World:** Pupils will explore and interact with animals. **People and Communities:** Pupils will mirror everyday functional actions and tasks e.g. sharing a social activity (snack, mealtime, musical session)	**Scientific Enquiry** Pupils will be able to use simple scientific language to communicate their ideas and observations	**The World:** Pupils will explore and interact with plants. **ICT:** Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.	**Scientific Enquiry** Pupils will be able to use simple scientific language about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.	**The World:** They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences. **People and Communities:** Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.	**Scientific Enquiry** Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.
Pathway 3	**People and Communities:** Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective.	**Scientific Enquiry** Pupils will be able to carry out a simple science investigation to find something out. **ICT:** Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.	**The World** Pupils will be able to move around their environment confidently, naming different places in their home.	**Scientific Enquiry** Pupils will be able to carry out a simple science investigation to find something out and collecting appropriate tools.	**The World** Pupils will be able to move around their environment confidently, naming different places in their school. **ICT:** Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.	**Scientific Enquiry** Pupils will be able to carry out a simple science investigation to find something out and say what they might do differently next time.	**People and Communities:** Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.	**Scientific Enquiry** Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. **ICT** Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.	**The World** Pupils will be able to move around their environment confidently, naming different places in their community.	**Scientific Enquiry** Pupils will begin to sort objects according to specific scientific properties. **ICT** Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.	**The World** Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.	**Scientific Enquiry** Pupils will begin to sort objects according to specific scientific attributes to help them in understanding scientific properties.	**The World** Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.	**Scientific Enquiry** Pupils will begin to sort objects according to specific scientific attributes to help them in understanding scientific properties. **ICT** Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks.	**The World** Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.	**Scientific Enquiry** Pupils will begin to experiment with electrical components and developing their understanding of electricity. **ICT** Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks.	**The World** Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.	**Scientific Enquiry** Pupils will begin to experiment with electrical components, developing their understanding of electricity in order to build a simple working circuit. **ICT:** Pupils will show understanding of the difference between a variety of control functions eg photo editing.

Curriculum: Implementation

Continuous Provision Opportunities:

All pupils to have access to relevant scientific vocabulary - symbols, AAC devices etc
Open ended play set ups that provoke simple science investigation such as magnetism, forces, heating and cooling and changing materials.
A range of scientific tools to explore during free-play, including scientific role play such as magnifying glasses, test tubes, pipettes, magnets etc.
Music box/area available for children to practise playing instruments loud/quiet, fast/slow
Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
Children to have regular access to water/ sand/mud play with a range of tools available, staff modelling and parallel play will offer opportunities to develop skills including sharing and mirroring actions
Rooms labelled within the school environment and lots of repetition to practise transitioning to them using key symbols and other visual supports.
Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.
Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class.
Visual schedules to allow pupils to follow a set of instructions to complete the task.

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

Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.
Opportunities to try food from different cultures.
Students doing jobs around school to practice functional skills they have observed at home
Adult commenting rather than questioning to develop language.
Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID
Sensory stories to be adapted and related to children's own religion/ cultures.
Have personalised books available for the children to see themselves, friends and family.
Weekly cooking sessions to practise using specific tools to cut, heat, cool, mix, separate/combine
Children use cameras to take photos of themselves and others.
Single click mouse, lower case keyboard and headphones used to facilitate access.
Adapted switches for pupils with barriers to access.
A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance.
More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys.
Role play area using real world objects such as old laptops, telephones, cameras, switches.
Use of typing and mark-making programs to support the CLL curriculum.
Pupils to print out work created on the computer for display in the classroom.
Creating photographs of their practical work in class and turning into scrap books by printing out their photographs.
Children's youtube app for reward times to promote independence in finding and playing the videos or songs.

Links to Physical Development:

Daily access to a range of fine motor activities to increase skill and control.
PE lessons using a range of equipment to explore forces, speed and trajectory.
Swimming sessions to look at floating and sinking with toys and objects
Soft Play, Sensory Room and White room which focus on movement, cause and effect, light and dark
Playground: exploration of their environment, with lots of plants and flowers to explore · Weekly cooking sessions to practise using specific tools for appropriate purpose
Sensory garden sessions to explore natural objects, plants and gardening

Pathway 3

Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.
Opportunities to try food from different cultures.
Topic related fringe vocabulary added to AAC regularly.
Children use cameras to take photos and videos of special school events to later discuss.
Students doing jobs around school to practise functional skills they have observed at home
Adult commenting rather than questioning to develop language.
Have personalised books available for the children to promote discussion of special personal events.
Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID
Sensory stories to be adapted and related to children's own religion/ cultures.
Have personalised books available for the children to see themselves, friends and family.
Weekly cooking sessions to practise cooking dishes from different cultures and events.
Children use cameras to take photos of themselves and others.
Single click mouse, lower case keyboard and headphones used to facilitate access.
Adapted switches for pupils with barriers to access.
A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance.
More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys.
Role play area using real world objects such as old laptops, telephones, cameras, switches.
Use of typing and mark-making programs to support the CLL curriculum.
Pupils to print out work created on the computer for display in the classroom.
Use of cameras and photo editing programs for art and PSED sessions
Access to a range of simple computer programs and games such as car racing, drawing packages and music exploration.
Creating photographs of their practical work in class and turning into scrap books by printing out their photographs.
Children's youtube app for reward times to promote independence in finding and playing the videos or songs.
Remote control cars and floor turtles used with grids or roads marked out on the floor.

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