	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	**Self Care & Independence :** Pupils will be able to use some pre-intentional communication in order to have their needs met.	**Relationships & Others:** Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults.	**Feelings, Behaviours & Morals:** Pupils can be comforted by familiar adults. (using a chew buddy, responding positively to a sensory circuit).	**Celebrating differences, dreams and goals:** Pupils will become more confident in exploring their immediate environment.	**Being me in my world:** Pupils will begin to show awareness of Understanding my feelings around Being in a classroom.	**Healthy me, changing me:** Pupils will engage in exercising bodies, Physical activity and Healthy food.	**Self Care & Independence :**Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).	**Relationships & Others:** Pupils will show responses to familiar adults in shared games such as parachute, Bucket Time and drama games.	**Feelings, Behaviours & Morals:** Pupils will begin to self-soothe with support.	**Celebrating differences, dreams and goals:** Pupils will begin to explore new places, people and activities, with the support of a familiar person.	**Being me in my world:** Pupils will show responses to familiar adults in their vicinity.	**Healthy me, changing me:** Pupils will show engagement in personal care tasks, by being more active in the process (pulling off hat).	**Self Care & Independence :** Pupils will be active in the process (pulling off hat, grasping their spoon or holding a cup).	**Relationships & Others:** Pupils will show responses to familiar peers in shared games such as parachute, Bucket Time and drama games.	**Feelings, Behaviours & Morals:** Pupils will begin to self sooth using a range of resources eg (using a chew buddy, responding positively to a sensory circuit.	**Celebrating differences, dreams and goals:** Pupils will begin to engage in activities in new places, people and activities, with the support of a familiar person.	**Being me in my world:** Pupils will show responses to familiar adults in their vicinity.	**Healthy me, changing me:** Pupils will show engagement in feeding tasks, by being more active in the process (grasping their spoon or holding a cup).
Pathway 2	**Self Care & Independence , healthy me, changing me:** Pupils will be able to access the lunch hall for feeding times..	**Being me in my world, Relationships & Others:** Pupils show an awareness of others in play.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils can follow some routines with support.	**Self Care & Independence , healthy me, changing me:** Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence.	**Being me in my world, Relationships & Others:** Pupils show an awareness of others in play, by beginning to copy actions or share resources.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils will use the Now and Next board to support the understanding of routines. tidying up, sharing and taking turns.	**Self Care & Independence , healthy me, changing me:** Pupils will complete tooth brushing routines with increasing independence.	**Being me in my world, Relationships & Others:** Pupils engage in role play, alongside adults.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils will use the Now and Next board to support tidying up, sharing and taking turns.	**Self Care & Independence , healthy me, changing me:** Pupils will complete hand-washing routines with increasing independence.	**Being me in my world, Relationships & Others:** Pupils engage in role play, alongside peers.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils are able to label emotions.	**Self Care & Independence , healthy me, changing me:** Pupils will be more independent in dressing and undressing and clothes for different seasons.	**Being me in my world, Relationships & Others:** Pupils can engage in self-led play for an increasing duration expressing likes and dislikes.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils are able to express their emotions.	**Self Care & Independence , healthy me, changing me:** Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.	**Being me in my world, Relationships & Others:** Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils are able to express their emotions and have an awareness that their actions can hurt others.
Pathway 3	**Self Care & Independence , healthy me, changing me:** Pupils are able to complete more complex self care tasks, such as fastenings on clothing. and chopping harder foods.	**Being me in my world, Relationships & Others:** Pupils extend their play successfully to include other people and larger groups.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils are able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool).	**Self Care & Independence , healthy me, changing me:** Pupils are able to complete more complex self care tasks, such as chopping harder foods.	**Being me in my world, Relationships & Others:** Pupils extend their play successfully to include other people and larger groups, and are able to initiate, turn-take.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils can confidently discuss the feelings of themselves and others, and offer explanations for these feelings.	**Self Care & Independence , healthy me, changing me:** Pupils understand and follow appropriate hygiene routines around hand washing.	**Being me in my world, Relationships & Others:** Pupils extend their play successfully to include other people and larger groups, and compromise in their play.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils know the Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone.	**Self Care & Independence, healthy me, changing me:** Pupils understand and follow appropriate hygiene routines around hand washing and food preparation.	**Being me in my world, Relationships & Others:** Pupils are able to confidently ask for help when required.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:**	**Self Care & Independence , healthy me, changing me:** Pupils know that there have been changes in me and Changes in me since being a baby	**Being me in my world, Relationships & Others:** Pupils are able to discuss what they like about themselves.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils can recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult. celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	**Self Care & Independence , healthy me, changing me:** Pupils will know the differences between female and male bodies (correct terminology)	**Being me in my world, Relationships & Others:** Pupils are able to discuss what they like about other people.	**Feelings, Behaviours & Morals, celebrating differences, dreams and goals:** Pupils will celebrate achievements with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success

Curriculum: Implementation

Pathway 1

Self Care & Independence, Healthy me, changing me:
· Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc). · Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
· Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
· Swimming pool: opportunities to participate in dressing (independent rolling on the bed, pushing arms through sleeves, tolerating full support in dressing).
· PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit). · Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
· Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
· Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.
· Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.
Community/Specialist provision:
· Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. · Trips to local café's: opportunities to consolidate self-feeding skills in a different environment. ·: experiencing and responding to different tastes and smells (fruit, vegetables, spices).

Being me in my world, Relationships & Others:
· Intensive interaction opportunities throughout the day
· Drama games, bucket time and other activities to enable shared,positive experiences with a peer(s).
· Sensory room: intensive interaction opportunities
· Outside play: intensive interaction, opportunities to interact with children and staff outside of their class
· Swimming pool: opportunities for children to form trusting relationship with adult in the water · Massage stories and use of positive touch to support children in forming relationships with staff · Use of TacPac, and rebound therapy in order to establish relationships with staff.
Community/Specialist provision:
· Community trips : opportunities to interact with new people, and explore a range of sensory experiences with support of a familiar adult.

Feelings, Behaviours & Morals, Celebrating differences, dreams and goals:
PD sessions: sensory breaks (trampoline, physio balls, lycra) to support emotional self-regulation · Sensory room: sensory breaks to support emotional self-regulation
· Outside play: sensory breaks (trampoline, running, swing) to support emotional self-regulation · Objects of reference for children to anticipate transitions around the school
· Sensory circuits throughout the day as needed to support emotional self-regulation and alertness · Behaviour plans and strategies as needed (chew buddy, weighted jacket, calm down toys) · Use of physical contact and positive touch as a way of offering comfort when needed eg Story Massage and TacPac
· Intensive interaction opportunities across the day, to encourage the formation of positive and trusting relationships with staff
Community/Specialist provision:
· Community trips): opportunities to transition to new environments and manage their behaviour, with support, in different contexts.

Pathway 2

Self Care & Independence, healthy me, changing me:
,Specialist equipment for feeding and dressing (wide-handled cutlery, adapted knifes).
· Backward chaining: adults to scaffold support to allow pupils to complete the final step of the task independently (putting shoes on independently, putting on and fastening coat, tooth brushing). · Swimming: opportunities to dress and undress independently and follow personal hygiene guidelines with support.
· Snack and dinner time: children to prepare snack by chopping fruits and laying table.
· Dinner hall: children to be more active in the feeding process (clearing plate after dinner, cutting food with a knife) and be encouraged to try a range of foods.
Cooking room: opportunities for children to participate in preparing healthy recipes, using tools and completing actions with more independence.
· Role-play: opportunities for fine-motor development necessary for self-help skills (dressing dolls, shop, hospital, beauty salon).
· Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.

Being me in my world, Relationships & Others:
Parallel play opportunities throughout the day (role play, cooperative games).
· A range of open-ended play opportunities available throughout the day (deconstructed role-play, heuristic play, sand and water play etc).
· Soft play: parallel play opportunities and shared games (throwing balls to a peer, taking turns through the tunnel).
· Outdoor play areas: parallel play opportunities and shared games (chase, hide and seek, follow the leader) · Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon).
· Movement: small group activities to encourage collaborative play and shared enjoyment with peers.
· Music: small group activities to encourage collaborative play and shared enjoyment with peers. · Book corner: books containing photos of themselves, their peers and families, to encourage discussion about their relationships with others
· Use of role play room to promote real-world play.

Feelings, Behaviours & Morals, celebrating differences, dreams and goals:
Symbols for children to anticipate transitions around the school
· Sensory circuits throughout the day (soft play, outdoor play, calm room), with children being more active in requesting a break when needed.
· Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers) · Social stories to support children in managing behaviours, and individualised to suit their needs (visiting the dentist, finishing an activity, sharing, how to deal with anger).
· Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately
· Heuristic play room- focus on tidying away, following instructions and sharing resources with peers.

Pathway 3

Self Care & Independence, healthy me, changing me:
Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces) · Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe). · Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls with more complex fastenings, shop, hospital, beauty salon).
· Swimming: opportunities to dress and undress independently and follow good personal hygiene (showering before and after swim, using deodorant or moisturiser).
· Snack and dinner time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices.
· Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives.

Being me in my world, Relationships & Others:
Parallel play opportunities throughout the day (role-play, cooperative games, team games). · A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy (deconstructed role-play, heuristic play, sand and water play etc).
· Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes).
· Role-play: opportunities for children to initiate play with others (shop, hospital, beauty salon). · Sabotaged environments in which children are encouraged to ask for help.
· PE: opportunities for team-based games and sports to encourage turn-taking and teamwork

Feelings, Behaviours & Morals, celebrating differences, dreams and goals:
Outdoor play areas: opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes).
· Library/book corner: social stories involving characters with different emotions, for children to label and discuss.
· Daily opportunities to carry out simple jobs, such as recycling, delivering messages to other classes, charging iPad, watering plants.
Role-play opportunities to explore feelings, boundaries and right/wrong (adults to model fair and unfair behaviours and encourage discussion of these concepts through play).