



Nurture Semi-Formal EQUALS CURRICULUM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>MY COMMUNICATION</b>						
<b>My Communication</b>	<b>Imperative communications</b> To work on I want... communications. To build up a bank of clear and unambiguous likes and dislikes.  To make a supported positive choice from two given options.  To make a supported negative choice from one given option.  To make a supported negative choice from one given option.  To establish a bank of each learner's favourite imperative words.	<b>Imperative communications</b> To gain the attention of another person  To establish a symbol and/or signed bank of each learner's favourite imperative words in school.  To establish a symbol and/or signed bank of each learner's favourite imperative words at school, home and for regular out of school placements.  To extend imperative communications into shared declarative, dynamic and/or narrative communications.  To establish that choices may carry significant consequences.	<b>Follow Instructions</b> Following instructions To follow a simple, single instruction.	<b>Declarative communications</b> To gain the attention of another person  To engage in a declarative 'conversation' with another  To engage in a declarative 'conversation' engendered by another  More engagements in communicative learning  To extend communicative engagements that might be focussed on a narrow field of interest.	<b>Dynamic communications</b> To feel safe and actively engage with dynamic communications  TV catchphrase such as The Simpsons: "DOH!"  Student tapping staff or peers  Soft swearing (such as 'Oh, Bums' or 'Oh, Bottom'. Rude hand gestures. Scowling or pretending to be VERY angry	<b>Narratives</b> Narratives are the telling by learners of both factual and/or fictional stories. These are not scripted (as in a book) but are derived from memory and repetitive practice. They are usually quite short – a minute or two in the telling - and describe events or relate interests, biographical information, jokes, stories etc. Narratives are the way we all communicate about our lives – good, bad, funny, sad – to those who matter to us. They are the essential glue of social humanity.  (SEE EQUALS CURRICULUM)
<b>MY CREATIVITY</b>						
<b>My Art</b>	<b>Collage- pattern, texture, form</b> To encounter, copy and continue a pattern using a variety of objects and materials.  Introduce the element of both 2D and 3D shape, form and space. Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.  Develop understanding of differing 2d and 3d shapes and forms when used in collage  <b>Drawing (1) – line and space</b> Encountering mark making and the use of hands and feet to create line and space. Exploring fine motor movement and mark making.	<b>Collage (2) – Faces and everyday objects using line and form.</b> Encountering differing artists who use food, junk etc. to create images of faces.  Exploring the work of differing artists who use their wider imagination to create images of faces.  Developing understanding and creating facial collages  <b>Drawing (2) – line, shape and tone</b> Encountering line and shape. Exploring line and shape. Developing understanding of tone and line.	<b>Collage (3) – using colour. Negative and positive shape and space</b> Encountering coloured collage, layering, and both positive and negative spaces.  Exploring coloured collage, layering, and both positive and negative spaces  Developing understanding of coloured collage, layering, and both positive and negative spaces.  <b>Drawing (3) - line, tone and texture.</b> Encountering drawing faces Exploring how parts of the face look separately and together. Learning to look.	<b>Collage (4) – Texture</b> Encountering differing textures. Exploring different textures Developing understanding of different textures.  <b>Painting (1) – Colour, tone, pattern</b> Encountering primary and secondary colour. Exploring primary and secondary colour  Developing and understanding of primary and secondary colour.  <b>Painting (2) - Colour exploration</b> Encountering colour exploration.	<b>Collage (5) - Freedom to explore and create</b> Learning to be free within the artistic process.  <b>Painting (3) - Tonal exploration</b> Encountering water as an element to altering tone when painting. Exploring tonal painting through the varied use of water. Developing understanding of the process of variation of tone.  <b>Painting (4) - Colour, pattern and space.</b> Encountering the colour pattern and space used in aboriginal art. Developing understanding of the colour pattern and space used in aboriginal art.	<b>Print Making (3) pattern and texture</b> Encountering collography. Exploring collography with repeat patterns. Developing understanding of collography.  <b>Print Making (4) - Freedom to explore and create</b> Learning to be free within the artistic process.  <b>Sculpture (3) – form, shape and space</b> Encountering clay and shaped clay. Exploring the versatility of clay. Developing understanding of sculpture.

	<p>Developing understanding of mark making.</p> <p><b><u>Print Making (1) - Explorative mark making using pattern and texture.</u></b> Encountering simple printing. Exploring printed rubbings. Developing understanding of tie dye.</p> <p><b><u>Textiles (1) weaving</u></b> To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface.</p> <p>To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.</p> <p>To develop an understanding of the concepts of in, out, over and under to create a 'woven ' effect.</p>	<p><b><u>Sculpture (1) form and space.</u></b> Encountering 2D and 3D shapes. Exploring various 3D shapes. Developing understanding of how to make various 3D shapes.</p> <p><b><u>Textiles (2) texture and pattern</u></b> To encounter the process of collage to create tactile tiles/panels. To experience making prints from a tactile surface.</p> <p>Exploring the patterns and textures that are all around us.</p> <p>Developing understanding of recreating patterns and/or textures</p>	<p><b><u>Print making (2) – Mono-printing using pattern and line</u></b> Encountering mono-printing. Exploring positive and negative printing. Developing understanding of various printing techniques.</p> <p><b><u>Digital Media (1) line, colour and pattern.</u></b> Encountering line and pattern. Exploring using digital media to create ideas for differing media. Developing understanding of creatively using digital media.</p> <p><b><u>Digital Media (2) photography, photomontage - Surrealism</u></b>  Experiencing the possibility and potential of digital media. Exploring surrealist inventions and free form. Developing understanding of Surrealism.</p>	<p>Exploring colour and tone. Understanding and developing colour and tone.</p> <p><b><u>Sculpture (2) form, shape and pattern.</u></b> Encountering 3D sculpture. Exploring 3D sculpture Developing understanding of 3D sculpture.</p> <p><b><u>Digital Media (2) - animation</u></b> Encountering animation. Exploring animation. Developing understanding of animation.</p> <p><b><u>Textiles (2) further texture and pattern</u></b> Encountering various textures and patterns. Exploring textile collage Developing understanding of creating a textile collage.</p>	<p>Exploring the colour pattern and space used in aboriginal art.</p> <p><b><u>Painting (5) - Freedom to explore and create</u></b> Learning to be free within the artistic process. Developing understanding of the colour pattern and space used in aboriginal art.</p>	<p><b><u>Sculpture (4) - Freedom to explore and create</u></b> Learning to be free within the artistic process.</p>
<b><u>My Dance</u></b>	ROUTE 1 – SEQUENCING MOVEMENT.	ROUTE 1 –SEQUENCING MOVEMENT.	ROUTE 2 – CREATING A DANCE NARRATIVE	ROUTE 2 – CREATING A DANCE NARRATIVE	ROUTE 3 – USING PROFESSIONAL DANCE PERFORMANCE CREATIVELY	ROUTE 4 – USING DANCE STEPS AND STEP PATTERNS CREATIVELY
<b><u>My Drama</u></b>	Route 1 – Drama-related activity	Route 1 – Drama-related activity	Route 2 – Early Drama – Developing Make-Believe	Route 2 – Early Drama – Developing Make-Believe	Route 3 – Open-Ended Drama	Route 4 – Creating Theatre
<b><u>My Music</u></b>	TEMPO - the rate of speed of a musical piece or passage indicated by one of a series of directions (such as largo, presto, or allegro) and often by an exact metronome marking. The rate of motion or activity: pace.	RHYTHM - The aspect of music comprising all the elements (such as accent, meter, and tempo) that relate to forward movement.	TEXTURE - In music, texture is how the melodic, rhythmic, and harmonic materials are combined in composition, thus determining the overall quality of the sound in a piece.	PITCH - In music the pitch of a note means how high or low a note is. The pitch of a note can be measured in a unit called a Hertz. A note that is vibrating at 256 Hz will be caused by sound waves that vibrate at 256 times a second. This will be Middle C on the piano.	STRUCTURE: The term musical form (or musical architecture) refers to the overall structure or plan of a piece of music and it describes the layout of composition as divided into sections	DYNAMICS - In music, dynamics means how loud or quiet the music is.
My outdoor School						



**Inclusion- Independence- Self-worth**

<b><u>My Outdoor School</u></b>	Starting Out Playing Games	Orienteering 1 orienteering 2	Creativity	Environmental Awareness  Seasonal Awareness	Shelter Building	Making a fire  Cooking outdoors
<b>My Physical Well being</b>						
<b><u>My Physical Well being</u></b>	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity	Healthy Eating and Life style. Mental Health and Well-Being PE, Sports, Games and Aquatics Physical Activity
<b>My Play &amp; Leisure</b>						
<b><u>My Play &amp; Leisure</u></b>	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play	Structured Play Free Play Solitary Play Parallel Play Shared Play Intensive Interaction Turn-taking Play Co-operative play
<b>My Thinking and Problem Solving</b>						
<b><u>My Thinking and Problem Solving</u></b>	To gain access to my favourite..... toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need  To find my lost..... lunch box, hat, headphones, wellington boots, etc.	To gain access to my favourite..... toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need Recognising that the thing that I want or need is not working, is broken, does not fit etc.  Recognising that in order to play a game of .....we need.....  Recognising that before working on any activity, I need.....	To gain access to my favourite..... toy, snack, drink, i-pad, piece of flappy string, etc.  To acknowledge that I want/need equipment  To get the resources and equipment I want/need  To communicate a want/need Recognising that the thing that I want or need is not working, is broken, does not fit etc.  Recognising that in order to play a game of .....we need.....  Recognising that before working on any activity, I need.....	Problem solving within Physical well being  Teeth cleaning with no tooth brush  Problem solving within ICT and Social Media  Independently charging an i-pad, tablet and phone	Problem solving within Play and Leisure  To find my swimwear when it has been misplaced.  Problem solving within Citizenship  To put litter in a bin  Problem solving within The World about us  'Life in Italy' – making a pizza	Problem solving within Independence  To collect own lunch utensils  Dealing with the fact that my communicative partner is ignoring me  To paint a picture



**Inclusion- Independence- Self-worth**

		Solving problems as a member of a group	Solving problems as a member of a group			
<b>The World Around Me</b>						
<b><u>The World Around Me</u></b>	<b>The Weather</b>	<b>People</b>	<b>Recycling</b>	<b>Food</b>	<b>Digital Photography</b>	<b>Plants</b>
<b>MY RSE</b>						
<b><u>My RSE</u></b>	<b>Knowing my body</b>	Knowing me	Private and public	Forming relationships	Sexual intimacy with another person	
<b><u>Extra-Curricular</u></b>	Visit a sensory garden to engage with different textures, sounds, and smells, providing a rich sensory experience. E.g. <b>Chelsea Physic Garden</b>	Trip to a local petting zoo where students can interact with gentle animals and learn about animal care in a hands-on way. E.G. <b>Vauxhall City Farm</b>	Visit a soft play centre with various physical activities designed to enhance motor skills in a safe environment. E.g. <b>KidZania London</b>	Trip to a sensory room or centre designed for children with special educational needs to explore sensory activities. E.g. <b>The Sensory Room at the Science Museum</b>	Visit a local park with accessible play equipment and sensory paths to promote outdoor physical activity and environmental exploration. E.g. <b>Coram's Fields</b>	Trip to a nearby aquarium to observe and learn about different aquatic animals, providing a calming and visually stimulating experience. E.g. <b>SEA LIFE London Aquarium</b>