



Pathway 2: KS2 Theme Map – Year 1

Year One Themes		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
		Autumn is all around us	A Christmas wonderland	My fantasy garden	Mini Beasts	Journey into Space	Let's go to the seaside	
Areas of learning	My Communication	<p>Focus Texts: Autumn - Multisensory story by Victoria Navin. We're going on a leaf hunt by Steve Metzger. The Tiny Women's Coat by Joy Cowley. Goodbye Summer, Hello Autumn by Kenard Pak. Autumn is here! by Heidi Pross Gray.</p>	<p>Focus Texts: Dear Santa – Multisensory story by Victoria Navin. Twas the night before Christmas - Sensory story by Pete Wells. Winters Child by Angela Mcallister The Snowflake Mistake by Lou Treleaven I love winter because... by Daniel Howarth</p>	<p>Focus Texts: Spike and Mole - Sensory story by Joanna Grace Princess Esme - Sensory story by Joanna Grace The Extraordinary Gardener by Sam Boughton When I was a child by Andy Stanton Mabel's Magical Garden by Paula Metcalfe</p>	<p>Focus Texts: Mini Beasts - Multisensory story by Victoria Navin Twist and Hop Minibeast Bop! By Tony Mitton</p>	<p>Focus Texts: Journey into Space – multisensory story by Victoria Navin. Goodnight Spaceman by Michelle Robinson.</p>	<p>Focus Texts: The Beach – Multisensory story by Victoria Navin.</p>	
	Core language is individual to each child depending on their communication level, their individual communication targets/systems and the reading approaches they use. Please refer to their individual reading programs.							
		<p><u>Declarative Communication 1.1</u> To initiate unintentional interactions through: looking, touch or gesture, vocalising, facial expressions, behaviours etc.</p>	<p><u>Declarative Communication 1.2</u> To initiate intentional interactions through: looking, touch or gesture, vocalising, facial expressions, behaviours, bringing unwanted item etc.</p>	<p><u>Declarative Communication 1.3</u> To request interactions to end. <u>Imperative Communication 1.1</u> To build up a bank of clear and unambiguous likes and dislikes.</p>	<p><u>Declarative Communication 1.4</u> To develop appropriate methods of responding to interactions.</p>	<p><u>Imperative communications 1.2</u> To develop receptive understanding of social interactions – from recognising to understanding how to respond to facial expressions, tone of voice, non-verbal cues (body language).</p>	<p><u>Task or situation or person avoidance 1.1</u> To communicate 'no' appropriately</p>	
		<p><u>Formal interactions 1.1</u> To respond appropriately to a greeting from a familiar adult.</p>	<p><u>Dynamic Communication 1.1</u> To repeat gentle physical contact such as nudging, tapping or tickling.</p>	<p><u>Dynamic Communication 1.2</u> To communicate stop/finished.</p>	<p><u>Dynamic Communication 1.3</u> To feel safe and actively engage with dynamic communications.</p>	<p><u>Formal interactions 1.2</u> To initiate a formal greeting with a familiar adult.</p>	<p><u>Formal interactions 1.3</u> To initiate a formal greeting with an unfamiliar person.</p>	
		<p><u>Narrative 1.1</u> To experience a short fictional narrative story in a group.</p>		<p><u>Narrative 1.2</u> To experience a short non-fiction narrative story in a group.</p>		<p><u>Narrative 1.3</u> To participate in call and response using actions, gestures, language and/or sign.</p>		
	Communication is part of our everyday lives and is taught and modelled through every activity we participate in. Pathway Two offers a total communication approach that focuses on child led interactions. As part of our curriculum, pupils are given the opportunity to participate in daily See and Learn and phonics sessions. See and Learn Language and Reading is designed to teach children with complex learning difficulties early vocabulary, sight words, simple phrases and sentences, and grammar rules. Song of Sounds is a multi-sensory phonics programme. It's interactive music, movement and practical activities motivate children to enjoy the phonics learning process and builds their skills. Pupils in Pathway Two are predominantly working at Stage 0. The programme is based on a song which embeds grapheme-phoneme correspondences (GPCs) by matching each phoneme with its written equivalent, a picture and corresponding action.							
	My Learning	<p><u>Mathematics</u> Number 1.1&1.2 To encounter vision being drawn between two visually presented objects. To briefly touch an object with adult support.</p>	<p><u>Mathematics</u> Number 1.3&1.4 To track moving objects. To locate attractive objects visually and touch, then grasp them with adult help.</p>	<p><u>Mathematics</u> Number 1.5 To begin to participate with an adult in reciprocal games using familiar actions or own sounds.</p>	<p><u>Mathematics</u> Number 1.6 To independently explore an object in more complex ways for a sustained period of time.</p>	<p><u>Mathematics</u> Number 2.1 To find an object they have watched being hidden in two identical places e.g. under cups.</p>	<p><u>Mathematics</u> Number 2.2 To develop an awareness of number through action rhymes and songs.</p>	



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	<p><u>Mathematics</u> Geometry 1.1 To encounter a sensation of objects that have visual/tactile interest placed on their body.</p>	<p><u>Mathematics</u> Statistics 1.1 To demonstrate an understanding of cause and effect through interacting with objects in the environment.</p>	<p><u>Mathematics</u> Measurement 1.1 To explore objects with marked difference in overall size.</p>	<p><u>Mathematics</u> Geometry 1.2&1.3 To reach for and grasp an object. To use several strategies to explore objects, e.g. look, mouth, feel, bang, smell.</p>	<p><u>Mathematics</u> Statistics 1.2 To indicate 'the same' object/picture as one shown.</p>	<p><u>Mathematics</u> Measurement 1.2 To experience working with an adult to explore the length of a range of objects.</p>
	<p>As part of our curriculum, pupils are given the opportunity to participate in daily See and Learn Number. See and Learn Numbers is designed to teach young children to count, to link numbers to quantity, to understand important concepts about the number system and to calculate with numbers up to 10. It also teaches early mathematical concepts important for understanding space, time and measurement - including colour, size, shape, ordering, sorting and patterns.</p>					
	<p><u>Thinking and Problem Solving 1.1&1.2</u> Memory building and sabotage and recognition of a problem. To gain access to my favourite: toy, snack, drink, i-pad, piece of flappy string, etc.</p>	<p><u>Thinking and Problem Solving 2.1</u> Memory building. To acknowledge that I want/need equipment.</p>	<p><u>Thinking and Problem Solving 3.1</u> Memory building. To get the resources and equipment I want/need.</p>	<p><u>Thinking and Problem Solving 4.1</u> Memory building. To communicate a want/need.</p>	<p><u>Thinking and Problem Solving 5.1</u> Memory building. To find my lost..... lunch box, hat, headphones, wellington boots, etc.</p>	<p><u>Thinking and Problem Solving 6.1</u> Memory building. Recognising that the thing that I want or need is not working, is broken, does not fit etc.</p>
	<p><u>Computing 1.1</u> To make sounds accompanied by gestures to show personal meaning.</p>	<p><u>Computing 1.2</u> To show pleasure in multimedia.</p>	<p><u>Computing 1.3</u> To begin to communicate what they can see in their surroundings e.g. pulling an adults hand towards a favourite place.</p>	<p><u>Computing 1.4</u> To know that that pressing a button will produce a predictable result.</p>	<p><u>Computing 1.5</u> To engage with and show interest in switches and basic technology.</p>	<p><u>Computing 1.6</u> Learn that signs (e.g. gesture) and/or symbols convey information and recognise familiar signs and symbols within the classroom.</p>
The World About Me	<p><u>Toys and Games - Mine, My Parents and Grandparents</u> Learn what toys and games I play with. Learn which toys and games my parents and grandparents played with.</p>		<p><u>Weather 1a&1b</u> To experience and have experiences of being made hot by the sun. To experience and have experiences of windy weather.</p>		<p><u>Change in History and the passing of time 1a&1b</u> To prepare for change. To recall things from the past.</p>	<p><u>Our School</u> Explore, observe and investigate a short route from school.</p>
	<p><u>Water 1a</u> To experience rain as 'wet' water with as many of their senses as possible.</p>	<p><u>Food 1a</u> To discover what food is.</p>	<p><u>Lifecycle of plants and animals 1a&1b</u> To know what plants are and what animals are. To know that plants need water to live and food to thrive.</p>		<p><u>Food 1b</u> To explore the differences between food and drink.</p>	<p><u>Water 1b</u> To explore water based play.</p>
	<p><u>Christianity</u> Discuss what it means to belong and live – being alive.</p>	<p><u>Christianity</u> Who was Jesus and why is he important to Christians today?</p>	<p><u>Hinduism</u> Explain how a Hindu may worship at home or in the mandir.</p>	<p><u>Christianity</u> Discuss and recall key important aspects of the Easter story.</p>	<p><u>Humanism</u> Describe the main beliefs of Humanism and begin to compare it to following a religious belief.</p>	<p><u>Judaism</u> Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p>
My Play and Leisure/My Independence	<p><u>My Play and Leisure</u> Sensorimotor play To use all senses to explore the properties of objects. To use a variety of facial expressions and vocal sounds. To recognise and smile at favourite toys and objects. To respond when spoken to.</p>	<p><u>My Play and Leisure</u> Structured play 1.1 To show engagement in one to one games such as tickle monster, row, row, row your boat and round and round the garden. To watch attentively when someone does something interesting. To show pleasure at the return of an adult/peer.</p>	<p><u>My Play and Leisure</u> Free play solitary 1.1 To accept different offerings of opportunities to play. To accept the near presence of an adult. To show visual interest in their peers. To initiate an activity (e.g. rolling a ball).</p>	<p><u>My Play and Leisure</u> Free play solitary 1.2 To positively engage with an adult/peer through look or touch. To maintain eye contact during interactions with familiar people. To indicate interest in a play activity nearby.</p>	<p><u>My Play and Leisure</u> Free play parallel 1.1 To positivity respond to staff member's initiation of the game. To accept interaction with another person, receiving and/or giving an object. To feel and play with everyday objects of different textures.</p>	<p><u>My Play and Leisure</u> Free play parallel 1.2 To recognise that both parties in a one to one game have a role to play. To display anticipation. To tolerate an adult/peer playing next to with a highly motivating item.</p>



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	<p><u>My Cooking 1.1</u> Following instructions during cooking activities.</p>	<p><u>My Shopping 1.1</u> Understanding that money is a means of exchange.</p>	<p><u>My Cooking 1.2</u> Preparing oneself for a cooking activity.</p>	<p><u>My Shopping 1.2</u> Recognising a £1 coin.</p>	<p><u>My Cooking 2.1</u> Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.</p>	<p><u>My Shopping 1.3</u> Understanding which coin to use.</p>
	<p><u>Mental health and wellbeing 1</u> Life stories – learn about myself and my history.</p>		<p><u>Mental health and wellbeing 2</u> To recognise and value oneself.</p>		<p><u>Mental health and wellbeing 3</u> To recognise oneself as part of various families and communities.</p>	
	<p><u>PSHE and Citizenship</u> Being aware of the community 1a To recognise that each pupil belongs to a community.</p>	<p><u>PSHE and Citizenship</u> Being aware of the community 1b To be aware of the school and how it is part of a much wider community.</p>	<p><u>PSHE and Citizenship</u> Being aware of the community 1c To recognise that communities are constantly changing.</p>	<p><u>PSHE and Citizenship</u> Being aware of the community 1d To realise that we all have responsibilities within a group.</p>	<p><u>PSHE and Citizenship</u> Belonging to groups 1a To identify oneself as part of a group.</p>	<p><u>PSHE and Citizenship</u> Belonging to groups 1b To recognise the benefits of being part of a group.</p>
	<p>RHE across Hebden Green is addressed predominantly through either explicitly identified RHE sessions or within long term curriculum teaching across a range of subject areas including PSHE and Citizenship. However, for pupils working in Pathway 2 aspects of RHE can only be taught in a very specific and individualised way that coincide with their physical, emotional and cognitive development. Pupils within Pathway 2 engage with RHE at an individual level through the development and use of AAC and AC, through their personal care and through a sensory approach to their education. My Travel Training (TT) is a combination of skills based and process-based learning. Each approach is personalised and documented within the medium term planning. Being able to dress and undress effectively is not just dependent on physical control of the body, but also on the pupil's visual, perceptual and cognitive abilities. Therefore, My Dressing and Undressing will be covered on an individual basis and will also be referred to within each class teachers medium term planning.</p>					
My Physical Well-Being	<p><u>Development of physical engagement 1.1</u> Musical games (musical Statues etc.).</p>	<p><u>Gymnastics 1.1</u> Flexibility To experience and explore basic body actions and single/multiple movements.</p>	<p><u>Invasion games 1.1</u> To explore basic sending actions with hands and feet.</p>	<p><u>Net and wall games 1.1</u> To experience and explore skills needed when playing net/wall games. Throwing for accuracy.</p>	<p><u>Striking and fielding games 1.1</u> To experience and explore a range of athletic activities such as travelling, running, jumping and throwing.</p>	<p><u>Outdoor and adventurous 1.1</u> Pupils should explore and enjoy a range of activities outdoors in all weathers.</p>
	<p><u>My Outdoor School</u> 1. Visiting the outdoor areas of the school. What is outdoors?</p>	<p><u>My Outdoor School</u> 2. For learners to familiarise themselves with all (or as many as can be remembered) of the essentials for learning in an Outdoor School.</p>	<p><u>My Outdoor School</u> 3. To prepare for the outdoor school To select suitable clothing and footwear.</p>	<p><u>My Outdoor School</u> 4. To pack items needed.</p>	<p><u>My Outdoor School</u> 5. To explore the outdoor school/environment using all my senses.</p>	<p><u>My Outdoor School</u> 6. To experience seasonal and weather changes To be confident in touching, smelling, listening and looking To know what I can taste safely.</p>
	<p><u>Swimming 1.1 & 1.2</u> To anticipate entrance and exit procedures from water safely and become familiar with a warm up and cool down exercise. To feel happy and safe, with adult support, in the water. To develop water confidence and support.</p>		<p><u>Swimming 1.3 & 1.4</u> To engage positively with water in a swimming pool. To gain transversal rotation control (e.g. from back to vertical).</p>		<p><u>Swimming 1.5</u> To gain sagittal rotation control (e.g. placing ears in the water whilst keeping an upright position).</p>	
	<p><u>Wellbeing 1.1</u> To learn how to relax – yoga.</p>		<p><u>Wellbeing 2.1</u> To learn how to relax – massage and breathing techniques.</p>		<p><u>Wellbeing 3.1</u> To learn how to relax – mindfulness breaks.</p>	
	<p>My Creativity</p>					
	<p><u>Music</u> Dynamics 1</p>	<p><u>Music</u> Tempo 1.1 and 1.2</p>	<p><u>Music</u> Dynamics 2 To explore thematic dynamics.</p>	<p><u>Music</u> Tempo 2</p>	<p><u>Music</u> Structure 1.1 and 1.2</p>	<p><u>Music</u> Structure 2</p>



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	<p>To experience variations in sound, including quiet. To explore the art of listening. To experience the relationship between music and emotion.</p>	<p>To react to changes in tempo. To keep a steady beat. To lay over an additional but complimentary tempo.</p>	<p>To explore percussive dynamics. To physically compose musical dynamics.</p>	<p>To react to changes in tempo. To explore variations in tempo.</p>	<p>To experience changes in the musical structure. To explore learning a song with an A B structure. To develop the skill of re-writing a well-known song.</p>	<p>To physically experience structural changes. To explore structural changes. To develop understanding of the structural changes within a composition.</p>
	<p>Although each element of <i>My Music</i> is explored separately, the elements will work on each other and with each other all of the time. So when working with Tempo for example, learners will not just be exploring tempo but also many, or perhaps even all, of the other elements of music. This is in the holistic nature of music which cannot be compartmentalised into one element at the expense of the others.</p>					
	<p><u>Drama 1.1</u> Handle and respond To encourage peer to peer communication. To build dialogue and action in role.</p>	<p><u>Dance 1.1</u> Space – pathways Dance by chance Travel – wiggle/slide</p>	<p><u>Drama 1.2</u> Develop play To encourage peer to peer communication. To build dialogue and action in role.</p>	<p><u>Dance 1.2</u> The body – shape Long and strong</p>	<p><u>Drama 1.3</u> Engage and improvise To encourage peer to peer communication. To build dialogue and action in role.</p>	<p><u>Dance 2.1</u> The body – shape (big/little) Elephants</p>
	<p><u>Art</u> Drawing 1.1 Encountering mark making and the use of hands and feet to create line and space.</p>	<p><u>Art</u> Painting 1.1 & 1.2 Encountering and exploring primary and secondary colour.</p>	<p><u>Art</u> Collage 1.1 & 1.2 To encounter, copy and continue a pattern using a variety of objects and materials.</p>	<p><u>Art</u> Drawing 1.2 Exploring fine motor movement and mark making.</p>	<p><u>Art</u> Digital media 1.1 Encountering line and pattern.</p>	<p><u>Art</u> Drawing 1.3 Developing understanding of mark making. <u>Art</u> Drawing 2.1&2.2 Encountering and exploring line and shape.</p>
Characteristics of Effective Learning	<p>Playing and Exploring My actions have an effect on the world, so I like to repeat them. I am curious about my environment and people around me.</p>	<p>Active learning I can participate. I will look or watch purposefully at something that interests me.</p>	<p>Creating and thinking critically Having the opportunity to develop own ideas and make links between them. I show an interest in cause and effect and show motivation towards them.</p>	<p>Playing and Exploring Make independent choices. I like to explore when someone helps me.</p>	<p>Active learning I can participate in routines. I am excited and enthusiastic about something I like.</p>	<p>Creating and thinking critically I can take part in play. I like to pursue my interests with enthusiasm.</p>
Key dates and themed days linked to British culture	<p><i>My Play and Leisure Whole School Themed Day</i> Harvest theme day linked to RE celebration Diwali themed day</p>	<p><i>The World About Me whole school theme day</i> Spooky week/day – week 1 Children in Need themed day Christmas themed week Christmas party Christmas play</p>	<p><i>My Thinking and Problem Solving whole school theme day</i> – The Great Hebden Bake off Chinese new year Children’s mental health awareness day Safer internet day Random acts of kindness day Valentines themed day</p>	<p><i>My Communication whole school theme day</i> Shrove Tuesday Mother’s day World book day Easter theme week linked to RE celebration Red nose day themed day Downs Syndrome awareness day</p>	<p><i>Creative Me whole school theme day</i> St George’s day Deaf awareness day Sun awareness day National smile month</p>	<p><i>My Physical Wellbeing whole school theme day</i> Christianity theme day linked to RE celebration – Sponsored walk. Children’s Art week Healthy eating day Father’s Day themed day Sports day</p>