



# Pathway 2: KS3 Theme Map – Year 1

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year One Themes</b>		<b>Superheroes – Who am I?</b>	<b>Winter is all around us</b>	<b>Rivers, water everywhere</b>	<b>The Romans</b>	<b>How does your garden grow?</b>	<b>Let's go for a picnic</b>
<b>Areas of learning</b>	<b>My Communication</b>	<p><b>Focus Texts:</b>            Superheroes Multisensory story by Victoria Navin.            Charlie's Superhero Underpants by Paul Bright.            Supertato by Sue Hendra            Eliot Jones, Midnight Superhero by Anne Cottringer.            A hero like you by Nikki Rodgers.</p>	<p><b>Focus Texts:</b>            Winter - Multisensory story by Victoria Navin.            The Magi Sensory story by Esther Veale.            If all the world were... by Joseph Coelho.            One snowy night by Nick Butterworth.            The Three SBow Bears by Jan Brett</p>	<p><b>Focus Texts:</b>            Tsunami Sensory story by Rachel Barker.            Once upon a raindrop by James Carter            All the water in the world by George Lyon            Song of the River by Joy Cowley            The River by Tom Percival</p>	<p><b>Focus Texts:</b>            The Romans Multisensory story by Victoria Navin.</p>	<p><b>Focus Texts:</b>            Dandelion Sensory story by Joanna Grace.</p>	<p><b>Focus Texts:</b>            Boris the Bumblebee Sensory story by Joanna Grace.</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.						
	<u>Formal interactions 1.4</u> To extend a formal greeting into a short conversation with a familiar adult.	<u>Declarative communications 3.1</u> To engage in a declarative 'conversation' with another about past events.	<u>Declarative communications 2.4b</u> To develop conventions of conversation - turn taking (my turn your turn), remembering learned responses.	<u>Declarative communication 3.2</u> To extend communicative engagements that might be focussed on a narrow field of interest.	<u>Personalised reading 1.6</u> To communicate effectively with others - who are not immediately present.	<u>Formal interactions 1.4a</u> To extend a formal greeting into a longer conversation with a familiar adult using a social script.	
	<u>Systematic teaching of whole word sight vocabulary 1.1</u> To establish, develop and recognise a personalised high interest vocabulary	<u>Declarative Communications 2.9</u> To use and understand expressive emotions and expression within conversation.	<u>Personalised reading 1.5</u> To establish a personalised high frequency vocabulary.	<u>Interacting and Expressing Needs 1.1</u> To recognise functional words within the immediate environment.	<u>Personalised reading 1.7</u> To identify text and pictures in the community.	<u>Dynamic communication 1.4</u> To repeat exchange in appropriate context for example, deliberately 'accidentally' drop something on the floor and then go "DOH!!"	
	<u>Narrative 2.6</u> To retell the story with sufficient accuracy (to be understandable to a new listener). <u>Poetry 5.1</u> To explore an acrostic poem.	<u>Narrative 2.7</u> To retell more than one story with sufficient accuracy. <u>Poetry 6.1</u> To know what nonsense poetry is and discuss it as a genre.	<u>Narrative 3.1</u> To be involved with working through a factual story related to the learner's own actual experience. <u>Poetry 7.1</u> To begin to understand, describe, select or retrieve information, events or ideas from poetry.				
	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.						
	<b>My Learning</b>	<u>Mathematics</u> Number 5.4 To recognise that the number of objects in a set is not affected by their size or position.	<u>Mathematics</u> Number 5.5 With an adult prompt, combine two small sets and count the total.	<u>Mathematics</u> Number 5.6 With an adult, take away a number of objects from a set and count the remainder.	<u>Mathematics</u> Number 6.1 To begin to use ordinal numbers e.g. 1st 2nd 3rd.	<u>Mathematics</u> Number 6.2 To sequences numerals 0-10, when asked to do so.	<u>Mathematics</u> Number 6.3 To begin to record numbers to 10.



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	<p><u>Mathematics</u> Geometry 3.1 To experience 2D shapes in a range of practical situations.</p>	<p><u>Mathematics</u> Statistics 2.3 To sort objects/pictures by association using clear categories.</p>	<p><u>Mathematics</u> Measurement 2.2 To select bigger and smaller of two objects where the difference is not great.</p>	<p><u>Mathematics</u> Geometry 3.2 To experience 3D shapes in a range of practical situations.</p>	<p><u>Mathematics</u> Statistics 2.4 To match one object to one picture to record simple sets to the value of 5.</p>	<p><u>Mathematics</u> Measurement 2.3 To experience carrying out activities for a lengths of time measured by standard /nonstandard measures.</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 17.2</u> Sabotage and recognition of a problem within communication. Dealing with the fact that my communicative partner is ignoring me.</p>	<p><u>Thinking and Problem Solving 1.3</u> Independent solutions and generalisation. To gain access to my favourite: toy, snack, drink, i-pad, piece of flappy string, etc.</p>	<p><u>Thinking and Problem Solving 2.3</u> Independent solutions and generalisation. To acknowledge that I want/need equipment.</p>	<p><u>Thinking and Problem Solving 3.3</u> Independent solutions and generalisation. To get the resources and equipment I want/need.</p>	<p><u>Thinking and Problem Solving 4.3</u> Independent solutions and generalisation. To communicate a want/need.</p>	<p><u>Thinking and Problem Solving 5.3</u> Independent solutions and generalisation. To find my lost..... lunch box, hat, headphones, wellington boots, etc.</p>
	<p><u>Computing 6.1</u> To understand that information in the community exists in a variety of forms.</p>	<p><u>Computing 6.2</u> To develop understanding in how ICT is used in community facilities.</p>	<p><u>Computing 7.1</u> To understanding and acknowledge that ICT can be used to search for community information.</p>	<p><u>Computing 7.2</u> To explore and develop knowledge in understanding that the internet contains large amounts of information.</p>	<p><u>Computing 7.3</u> To know that internet tools can be used to search for information and save favourite websites in a list.</p>	<p><u>Computing 7.4</u> To know that information from the Internet can be copied and pasted into other programs</p>
<b>The World About Me</b>	<p><u>People in the middle ages - peasants</u> What a poor person looked like. How a poor person lived? Learn where a poor person lived.</p>		<p><u>Weather 1c&amp;1d</u> To experience and have experiences of being made wet by the rain. To experience and have experiences of being made cold by the weather.</p>		<p><u>Change in History and Passing of Time 2a&amp;2b</u> To reflect on a life without shops. To reflect on life without modern day luxuries.</p>	<p><u>Making Connections</u> Be aware of their immediate physical environment and what is it like. Be aware of the points of the compass.</p>
	<p><u>Water 2a</u> To explore, observe and investigate water and its properties.</p>	<p><u>Food 2a</u> To explore where food comes from.</p>	<p><u>Lifecycle of plants and animals 2a&amp;2b</u> To explore the differences in plants. To explore plants that can be eaten.</p>		<p><u>Food 2b</u> To grow your own food.</p>	<p><u>Water 2b</u> To explore moving through water.</p>
	<p><u>Christianity</u> Describe and suggest reasons why Christians call Jesus, Saviour.</p>	<p><u>Islam</u> Describe and discuss at least three things that might happen at a Muslim marriage.</p>	<p><u>Christianity</u> Describe how Christians live their lives as disciples.</p>	<p><u>Christianity</u> How can I understand different Easter concepts?</p>	<p><u>Judaism</u> Identify that the Torah is a holy book for Jews. Identify the rules in the Torah that help guide a Jew through their lives.</p>	<p><u>Hinduism</u> Explain how a Hindu may view God.</p>
<b>My Play and Leisure/My Independence</b>	<p><u>My Play and Leisure</u> Free play turn taking 1.3 To attempt a new play activity independently and asks for help when needed. To share and take turns. To request a group game spontaneously.</p>	<p><u>My Play and Leisure</u> Free play turn taking 2.1 To demonstrate a strong sense of fun. To begin to build stories around toy. To express self through physical action and sound.</p>	<p><u>My Play and Leisure</u> Cooperative play 1.2 To use and extend the ideas of others in play. To show affection towards their peers. To begin to demonstrate a sense of humour.</p>	<p><u>My Play and Leisure</u> Cooperative play 1.3 To relate to a wide variety of adults and children. To sing to self and makes up simple songs during play.</p>	<p><u>My Play and Leisure</u> Cooperative play 1.4 To use everyday resources to create props to support role play. To seek out others to share experiences.</p>	<p><u>My Play and Leisure</u> Cooperative play 1.5 To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. To form a special friendship with another child.</p>



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	<u>My Cooking 4.3</u> Making toast independently.	<u>My Shopping 4.3</u> Café and restaurant shopping.	<u>My Cooking 4.4</u> Making a toasted sandwich.	<u>My Shopping 4.4</u> To explore and being to understand budgeting.	<u>My Cooking 4.5</u> To use a microwave.	<u>Shopping 4.5</u> To prepare and attend clothes shopping.
	<u>Mental health and wellbeing 13</u> To recognise own abilities and set reasonable goals.		<u>Mental health and wellbeing 14</u> To understand the need to take care of oneself.		<u>Mental health and wellbeing 15</u> To take responsibility for oneself.	
	<u>PSHE &amp; Citizenship</u> Making personal choices 1a To be aware of different parts of their bodies.	<u>PSHE &amp; Citizenship</u> Making personal choices 1b To recognise the main differences between people (boy and girl).	<u>PSHE &amp; Citizenship</u> Making personal choices 1c To maximise independence to complete simple personal care routines.	<u>PSHE &amp; Citizenship</u> Making personal choices 1d To understand that some personal care routines are done in private.	<u>PSHE &amp; Citizenship</u> Making personal choices 1e To recognise that different types of clothing are worn for different activities.	<u>PSHE &amp; Citizenship</u> Personal responsibility 1a To work and play in cooperation with each other.
	<p><b>RSHE</b> across Hebden Green is addressed predominantly through either explicitly identified RSHE 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 RSHE 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 RSHE 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. To support this method of teaching the school has engaged with the Chailey Heritage Foundation who deliver training and resources around Relationship and Sex education for learners with complex needs called Sex Factor (Relationship and Sex Education Training (chf.org.uk)). <b>My Travel Training (TT)</b> 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, <b>My Dressing and Undressing</b> will be covered on an individual basis and will also be referred to within each class teachers medium term planning.</p>					
<b>My Physical Well-Being</b>	<u>Development of physical engagement 1.5</u> To develop spatial awareness through activities that require pupils to travel around the room (to music) in a variety of ways avoiding contact with each other and obstacles (set up hoops etc.).	<u>Gymnastics 1.5</u> To develop the quality of their actions and explore twisting and turning activities.	<u>Invasion games 1.5</u> To send a ball (or similar object) to a partner, to score and begin to use space.	<u>Net and wall games 1.5</u> To increase the range and develop the quality of their actions when playing net/wall games.	<u>Striking and fielding games 1.5</u> To play striking and fielding games in different ways developing skills in stopping and scoring.	<u>Outdoor and adventurous 1.5</u> Gym trail Following an activity course in the school grounds including: climbing up slopes and ladders, swinging, ascending grassy slopes and descending slides, stepped posts and boxes, pipes and tunnels etc.
	<u>My Outdoor School</u> 25. To understand and look after the environment.	<u>My Outdoor School</u> 26. To identify life lived outdoors.	<u>My Outdoor School</u> 27. To make homes for creatures that live in the outdoor school.	<u>My Outdoor School</u> 28. To protect plants To maintain the outdoor school environment.	<u>My Outdoor School</u> 29. To get ready for the outdoor school as independently as I can, with everything I need to engage in seasonal activities.	<u>My Outdoor School</u> 30. To play games in my outdoor school.
	<u>Swimming 3.1</u> To move with purposeful control. For example, using arms to propel themselves through the water. To link skills and actions in ways that suit the activities.		<u>Swimming 3.2</u> Pushing and pulling away from and towards the side.		<u>Swimming 3.3</u> To float - breathing techniques and body shapes (e.g. star).	
	<u>Well-being 1.5</u> To learn how to relax – yoga.		<u>Wellbeing 2.5</u> To learn how to relax – massage and breathing techniques.		<u>Wellbeing 3.5</u> To learn how to relax – mindfulness breaks.	
	<b>My Creativity</b>	<u>Music</u> Timbre 3 To experience the differences in timbre between different sounds. To deepen exploration	<u>Music</u> Dynamics 6 To experience dynamic listening. To explore dynamic control.	<u>Music</u> Dynamics 5 To experience gentle, soft music.	<u>Music</u> Timbre 4 To experience the timbre of non-musical instruments. To compare and contrast the	<u>Music</u> Tempo 5.1 and 5.2 To recognise stops and starts in the tempo.



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	of how differences in timbre may be made.	To explore dynamic composition.	To experience loud and soft within the same note. To compose within the framework of loud and soft.	differences in timbre between different musical instruments.	To encourage innovation and invention. To encourage a group composition dynamic.	To relate movement to tempo. To make creative choices between preferred tempo.
	<p>Please note: 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. (Equals Semi-Formal Curriculum-My Music)</p>					
	<p><u>Drama 6.1</u> Interaction Prescribed Drama Structures To actively participate and interact with the teacher-in-role.</p>	<p><u>Dance 3.3b</u> Body – middle Fusion – contemporary with ancient Egyptian belly dance. Find different ways of travelling to show a fluid movement – observe and copy others.</p>	<p><u>Drama 6.2</u> Play and anticipation Prescribed drama structures To actively participate and interact with the teacher-in-role.</p>	<p><u>Dance 4.1a</u> The body – transferring weight, contemporary step pattern – ‘stomp’.</p>	<p><u>Drama 6.3</u> Turn taking To accept that transformations will occur.</p>	<p><u>Dance 4.1b</u> The body – transferring weight, contemporary step pattern – ‘stomp’.</p>
	<p><u>Art</u> Collage 2.1 Encountering differing artists who use food, junk etc. to create images of faces.</p>	<p><u>Art</u> Sculpture 1.1 &amp; 1.2 Encountering, drawing and tracing 2D and 3D shapes.</p>	<p><u>Art</u> Print making 3.1 &amp; 3.2 Encountering collagraphy. Exploring collagraphy with repeat patterns.</p>	<p><u>Art</u> Collage 2.2 &amp; 2.3 Developing understanding and creating facial collages. Exploring the work of differing artists who use their wider imagination to create images of faces.</p>	<p><u>Art</u> Sculpture 1.3 Developing understanding of how to make various 3D shapes collages.</p>	<p><u>Art</u> Collage 4.1 Encountering and exploring differing textures.</p>
<b>Characteristics of Effective Learning</b>	<p><b>Playing and Exploring</b> 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><b>Active learning</b> I can participate. I will look or watch purposefully at something that interests me.</p>	<p><b>Creating and thinking critically</b> 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><b>Playing and Exploring</b> Make independent choices. I like to explore when someone helps me.</p>	<p><b>Active learning</b> I can participate in routines. I am excited and enthusiastic about something I like.</p>	<p><b>Creating and thinking critically</b> I can take part in play. I like to pursue my interests with enthusiasm.</p>
<b>Key dates and themed days linked to British culture</b>	<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>