

Curriculum Overview at the different stages of learning

	Cognition and Learning	Communication and Interaction	Sensory and / or Physical	Social, Emotion and Mental Wellbeing (including Play)	Independent Living and Health	Employment and Community Inclusion
Formal	Adapted National Curriculum Subjects Behaviour for Learning Application of knowledge and skills Fully integrated and extended attention	Two-way communication Communicating with others Understanding Social Interactions Using grammar Speaking clearly. Active listening skills.	Academic learning Behaviour Daily living activities Self-regulation of sensory needs (Independent)	Self-regulation Cooperative play Developing resilience Identifying character strengths and how these can support them in their learning Developing intrinsic motivation.	Independent Social-etiquette Instinctive personal care Independently following personal care routines. Independently keeping safe and knowing why Making choices, commenting, describing. Functional maths and Literacy.	Active role in Community Events. Understand how their behaviour affects other people independently. Independently complete a set routine.
Semi-Formal +	Deeper Subject Knowledge (Wider Curriculum) English and Maths (Applying Functional Skills) Communication and Language, Physical Development and RSE Shared and sustained attention.	Saying complex sentences (communicating intent, comments, questions and responses) Understanding complex sentences. Concentrating Sustained listening.	Academic learning Self-regulation of sensory needs with support	Self-regulation with support Social play Mindfulness	Independent personal care Social-etiquette with prompts	Understand how own behaviour affects other people with prompting. Participate in set routines with audio or pictorial prompts. Participation in Community Events with prompting.
Semi-Formal	Basic Subject Knowledge (Wider Curriculum) English and Maths (Functional Skills) Communication and Language, Physical Development and RSE Readiness for learning. (Experiential, Knowledge) Rigid attention.	Saying complex sentences (communicating intent, comments, requests and greetings) Understanding sentences Remembering information. Concentrating with prompts Basic listening skills	Visual spacious awareness Emerging self-regulation Fine motor skills	Associative play Onlooker play Parallel play Directed play Developing a Growth Mindset	Independent following personal care with prompts. Keeping safe with prompts Communicating wants and needs. Making a variety of choices	Participating in social exchanges. Participate in set routines with adult prompting. Participation in Community Events with support.
Pre-Formal +	Encountering (themes/topics) Communication and Language, Physical Development and RSE Readiness for learning. (Physical, Emotional) Rigid attention	Understanding a wider range of words Saying words Hearing sounds and looking in the direction of these. Responding to sounds.	Hand eye coordination Gross motor skills Postural security Awareness of two sides of body. Mutual regulation	Mutual regulation Onlooker play Solitary play Developing secure attachments and trust in adults Developing autonomy – making choices where they can	Communicating basic needs Making choices Cooperating with Personal Care	Understand how own behaviour affects other people with support. Observe Community Events. Participate in set routines with support
Pre-Formal	Encountering (themes/topics) Communication and Language, Physical Development and PSED Connecting and responding Engagement Model Fleeting attention	Understanding core words Concentrating with support Hearing sounds and looking in response to these	Exploration of different sensory inputs, Tolerating mutual regulation.	Tolerating mutual regulation. Solitary play Self-directed. Unaccompanied play. Developing positive interactions with others. Using their voice to express needs and wants.	Tolerate personal care Tolerate being kept safe Expressing basic needs Exploring resources related to personal care.	Sense of belonging – being part of the school community.

