



ACHIEVEMENT CURRICULUM PATHWAY

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ACHIEVEMENT, BELONGING &
CELEBRATION

Valuing every child through fostering
independence, inclusion, trust, respect
and support.

Contents

Learners	2
Curriculum Intent	2
Curriculum Implementation	2
Communication & interaction:	3
Attention	3
Understanding	3
Expression	4
Cognition & Learning:	4
English: Reading	4
English: Writing	5
Maths: Number	5
Maths: Shape, space & measure	6
Knowledge & understanding of the world	6
Expressive arts and design	6
Sensory / physical development	8
Social, emotional and mental health	9
Curriculum impact	10
Assessment	10

Learners

Our semi-formal learners have a range of severe and complex needs; many have physical difficulties linked to a combination of other severe difficulties such as cognitive processing needs, multi-sensory impairments, autistic spectrum condition or complex health needs. Learners are at the semi-formal stage, cognitively operating between within the typically developing age range of 18 months to 7 years for most of their time in school, though some will progress into more formal learning (Celebration pathway) with support.

Curriculum Intent

The Achievement pathway focusses on the acquisition of early skills for:

- reading & writing
- mathematical and scientific thinking
- functional and expressive communication
- social interaction
- recognising and regulating emotions
- demonstrating positive behaviour
- personal wellbeing
- understanding and interpreting the world
- being creative
- journeying towards independence

Implementation

The Achievement pathway is delivered via themed learning. Heuristic teaching styles encourage learners to develop skills and embed knowledge through direct experiences.

Key features:

- adapted early years approach
- termly theme which delivers joined up learning which will make sense to semi-formal learners
- use of learning environments to support learning
- use of highly motivating resources that engage learners
- practical and sensory activities, accessible to learners, which support exploration, discovery and problem solving
- communication and understanding are supported through pictures / symbols and Makaton
- pace of learning which allows for learners to have 'processing time' to absorb information
- repetition or 'over-learning' of activities

- activities broken into small steps in order to cause an alteration in long-term memory so that learning can be retained
- use of structured play to support learning of concepts and independent play to assess whether skills and concepts are embedded
- use of whole class, small group and 1:1 activities
- differing levels of support to scaffold learning
- regular outdoor learning
- enrichment through trips, inclusion and whole site events
- access to therapies, where appropriate

Learning sequences: Detailed learning sequences are contained in our learning bands document.

Achievement pathway learning sequence for Communication & Interaction:

Learners on the Achievement pathway will be supported to develop communication which allows them to express needs, preferences, feelings and opinions. A variety of communication approaches will be used, including PECS, VOCAs and Makaton.

Attention: focus attention for increasing periods of time

Learners will have opportunities to:

- listen to and join in with rhymes and stories
- engage with motivating resources focussing attention for gradually increasing periods of time and gradually decreasing adult support
- sustain attention on activities for gradually increasing periods of time and gradually decreasing adult support
- take part in turn taking activities and tolerate activities where not everyone gets a turn
- focus and sustain attention for activities which involve a transition from group task to individual task and then back to a group
- Refocus attention at the end of a session
- follow increasingly complex instructions (moving from one to four key words)

Understanding: respond to increasingly complex language, demonstrating understanding.

Learners will have opportunities to:

- follow increasingly complex instructions (moving from one to four key words) in a range of activities
- show understanding of a gradually increasing number of words, signs and symbols
- respond to questions from a range of speakers
- listen to different speakers and remember what they said
- identify familiar people or characters from a description
- listen to and then interpret information

Expression: use increasingly complex words signs or symbols to express ideas, needs and feelings;

Learners will have opportunities to:

- communicate for a range of purposes
- learn new words to gradually increase vocabulary
- develop skills for using VOCA in familiar activities
- sequence increasing amounts of information to retell stories or recount events
- use words, signs or symbols to describe own or others likes or dislikes
- develop socially appropriate body language when speaking to others e.g. eye contact

Achievement pathway learning sequence for Cognition & Learning:

Learners on the achievement pathway require memory loads to be reduced by breaking tasks down into small steps and repeated frequently in order to cause an alteration to their long-term memory so that learning is retained.

Reading: recognise, match & select increasing numbers of objects, symbols, pictures and words; demonstrate understanding of objects, symbols, pictures, words and stories

Learners will have opportunities to:

- follow an appropriate reading programme (e.g. See & Learn)
- recognise/match/select a gradually increasing number of objects, symbols, pictures, signs, letters, words
- read up to 50 words
- develop an interest in rhymes, stories and books showing increasing understanding of detail and structure
- listen, understand and retell stories
- read and understand books including turning pages, looking at pictures, following print, responding to questions, recounting main events
- read text aloud at a level consistent with reading level
- describe story settings, characters and events
- use story mapping to identify main elements of a narrative

Writing: fine motor skills; mark making; overwriting, copying then forming shapes, letters and words; using basic punctuation; planning and writing simple stories, instructions and recounts

Learners will have opportunities to:

- develop fine motor skills e.g. through threading or peg boards
- mark make; overwrite, copy then write marks - vertical lines, horizontal lines, curve, circle, cross, square, triangle

- mark make; overwrite, copy then write letters (capital letters, lower case – caterpillar letters, ladder letters, 1 armed robot letters, zigzag letters)
- write own name and other words, increasing to simple phrases and sentences
- write from left to right
- spell an increasing number of words
- say or sign a phrase to complete a sentence
- write own phrases or sentences, then link sentences to write simple stories, instructions or recounts
- leave spaces between words
- use basic punctuation (full stop, capital letters, question marks, exclamation marks and capital letters for proper nouns)
- Use adjectives to add detail

Number: counting, recognising numerals, understanding quantities, understanding place value, simple addition and subtraction, simple multiplication and division, simple fractions

Learners will have opportunities to:

- rote count
- point at objects as counted (one to one principle)
- use name tags /numerals in order (stable order principle)
- stop counting on the final number which represents quantity (cardinal principle)
- count abstract things e.g. sounds, actions (abstraction principle)
- count the same set of objects in different orders to arrive at the number to represent the quantity (order irrelevance principle)
- understand more & less
- count up to 10 / 20 objects
- recognise numbers 1-9, then in stages to 100 (match, select, name, order numerals)
- Count in 2s, 5s and 10s up to 100
- Count to 100 forwards and backwards
- Write numbers to 20
- Add one and take away one using objects, visual aids and mentally
- Compare amounts
- Add and subtract two single digit numbers
- Count on and back from a given number
- Add and subtract a single digit number to/from a number up to 20
- Use number bonds
- Count objects in groups
- Share out objects in groups
- Learn and use the 2, 10 and 5 x tables
- Use a range of resources to support understanding of number e.g. counters, numicon, number lines and squares

Shape, space and measure: 2D and 3D shapes; positions; simple patterns; non- standard and simple standard measures for length, height, weight, capacity; time; money

Learners will have opportunities to:

- match, select, sort and name regular 2D and 3D shapes
- sort objects by one or two criteria
- copy, create and describe simple patterns
- continue a simple repeated shape pattern
- use and understand everyday words for position
- make whole, half and three-quarter turns
- Recognise half or a quarter of a shape or number up to 20
- compare objects by size
- use non-standard and simple standard measures for weight, length, height and capacity
- name and order days, months and seasons
- sequence routines or events
- tell the time to the hour or half hour on an analogue clock
- Role play buying an item by making a transaction
- Match, select, sort and name coins & notes
- Work out change from amounts up to 20p

Knowledge and understanding of the world: develop understanding of key historical, geographical cultural, spiritual and scientific concepts; develop key skills for functional use of everyday technology

Learners will have opportunities to:

- identify and describe people, places and events in their own history
- remember and describe events from today, yesterday and longer ago
- learn about different events, periods or people in history
- use stories and other sources to get information about the past
- identify and describe familiar places in their immediate environment e.g. home, school
- identify and describe generic places e.g. a park, , a farm, a beach, countryside, mountains
- compare different places identifying similarities and differences between them
- name the four countries and capital cities of the UK and identify their characteristics
- Name the seven continents
- Identify weather patterns in the UK and other countries
- Use basic geographical language to identify physical (cliff, beach) and human features (city, shop).
- study a range of living things and identify their main parts
- learn about where animals live and what they eat

- learn that living things change as they grow
- learn what a seed needs to grow into a plant
- talk about similarities and differences between living things
- talk about the five senses
- learn about human teeth and the human skeleton
- learn about the function of the heart and lungs
- explore everyday materials with different properties
- sort and group materials
- identify what a material could be used for
- change the properties of a material e.g. by heating or cooling
- identify some solids and liquids
- separate materials e.g. by sieving or filtering
- differentiate between light and dark; loud and quiet;
- explore how sound is made and how to change the loudness of a sound
- explore and identify sources of light
- make a shadow
- make a simple circuit
- explore pushing and pulling and explain that they are forces
- use technology to communicate e.g. switches and VOCAs
- use technology to control or navigate a screen
- learn key stories from Christianity and other religions
- learn about key festivals in Christianity and other religions

Expressive arts and design: develop understanding of key musical and artistic concepts; develop key skills for using materials and tools

Learners will have opportunities to:

- make and copy sounds
- use a range of percussion instruments
- join in with singing
- identify different ways sounds can be made and changed
- make and control long and short sounds using voices and instruments;
- create a sequence of long and short sounds
- identify pulse in music;
- repeat and create short rhythmic phrases
- identify and control changes in pitch and use them expressively
- create short melodic patterns
- respond to a musical instruction
- identify and control a variety of sounds on musical instruments with confidence;
- perform with others;
- identify ways in which sounds are made and changed
- carefully and confidently choose and order sounds to achieve an effect/image;

- recognise and use changes in timbre, tempo, pitch and dynamics
- observe, copy, construct and represent images or ideas using colour shape and texture
- learn about famous artists or schools of art and express opinions about them
- produce creative work, exploring ideas and experiences
- Use a range of tools and materials with increasing control
- Take part in play and other imaginative activities

Achievement pathway learning sequence for Sensory / Physical development:

Learners on this pathway may have limitations to their mobility. The aim for this curriculum pathway is to develop control and control and co-ordination of body movements and to increase independence for self-care.

PD: Applying and extending physical skills; further developing self-care and independence skills

Learners will have opportunities to:

- join in a broad range of physical activities and adapted games with increasing body control and co-ordination
- be physically active for increasing periods of time with decreasing levels of adult support
- dress and undress for activities that require getting changed with decreasing levels of adult support
- request and use the toilet with decreasing levels of support
- undertake other aspects of personal care with decreasing levels of support
- eat meals with decreasing levels of support
- use sensory diet activities to increase attention, concentration and maintain positive behaviour and engagement

SEMH sequence of learning:

Learners on this pathway will develop skills for emotional regulation and understanding the social world and their relationships within it. They will undertake activities that help them maintain good mental health and a feeling of wellbeing. They will understand how to keep themselves safe in the real and online world.

Learners will have opportunities to:

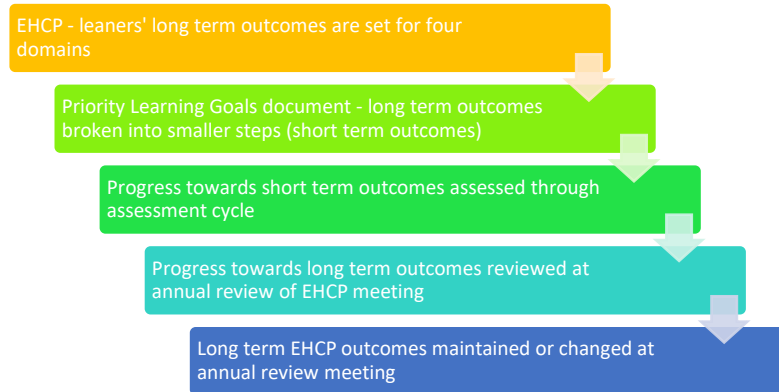
- take part in activities which develop their play skills, moving through playing alone, in parallel with others, in association with others and cooperatively with others
- take part in activities which develop their social communication skills

- take part in activities that require them to work with others and develop understanding of the skills needed for this
- identify and recognise their own and others' emotions
- develop strategies for managing emotions
- develop strategies for maintaining positive behaviour
- develop early conflict resolution skills
- consider why families are important to children and young people
- identify what the characteristics of family life are
- identify what different families look like
- identify what a friend is and what behaviours they will show
- identify what respectful relationships are and what respectful behaviour looks like (including intimate and sexual relationships)
- take part in activities that help maintain physical and mental good health
- describe how different activities improve their physical health and mental well being
- consider the effects of screen time on physical and mental health
- consider some of the dangers in the real and online world
- learn how to get help in the real and online world
- identify the physical and emotional changes that will happen as they grow up
- develop strategies for maintaining a positive body image
- identify the risks associated with alcohol and drug use
- develop understanding of body boundaries
- develop understanding of the concepts of public and private
- develop understanding of the concept of consent
- participate in enrichment activities that promote a sense of belonging, sharing and awe, and awareness of different cultures

Curriculum Impact

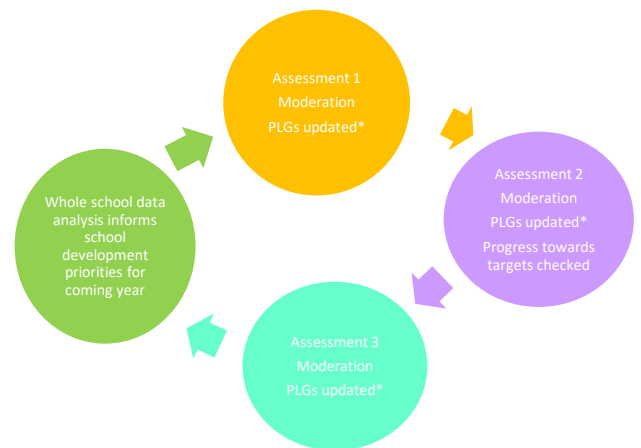
Assessment

Each learner has priority learning goals (PLGs) on the app which break down the agreed long term outcomes for each EHCP domain into smaller steps.



Three times a year there are assessment points. At each assessment point, interventions may be reviewed to ensure they are effective in supporting progress. Moderation of assessments take place both internally and externally at these points.

Whole school data is analysed by the school leadership team at the end of each year and informs priorities for the following year.



*If EHCP outcome is met, new long term outcomes are added at the next annual review meeting