



# CELEBRATION CURRICULUM PATHWAY

Updated November 2021

ACHIEVEMENT, BELONGING &  
CELEBRATION

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



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## **Learners**

Learners on the Celebration pathway have a range of severe learning disabilities and complex needs. They have achieved early learning goals and the age related expectations for typically developing pupils at the end of KS1, and have developed the pre-requisite skills to begin more subject specific learning at the early levels of the National Curriculum. However, they are likely to have 'spikey profiles' so, whilst they are ready for some more formal learning in the 'Cognition & Learning' area of the curriculum, they may not have achieved parity of development in other areas.

## **Curriculum Intent**

The Celebration pathway aims to equip learners to apply and generalise skills and concepts related to subject specific learning.

## **Curriculum Implementation**

The Celebration pathway is adapted from the National Curriculum, and is delivered in parallel with the themed Achievement pathway, with some discrete subject teaching delivered 1:1 or in small groups within their class. Sometimes learners on the Celebration pathway will join streamed groups for 'Rainbow Time' which may focus on any subject area.

### **Key features:**

- adapted National Curriculum
- termly theme provides context, with additional discrete subject / skills teaching delivered 1:1 or in small groups
- use of learning environments to support learning
- communication and understanding supported through use of Makaton, visuals, and symbols
- use of highly motivating resources that engage learners
- practical activities and problem solving
- learners formally recording work
- 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
- increasing levels of application and generalisation
- access to therapies, where appropriate
- regular outdoor learning
- enrichment through trips, inclusion and whole site events

### **Communication & Interaction sequence of learning:**

Learners on the Celebration pathway will be supported to develop communication for different purposes, with an emphasis on social interactions. A variety of communication approaches will be used, including PECS, VOCAs and Makaton.

Learners will have opportunities to:

- speak and listen for a range of purposes
- speak and listen in a range of contexts
- Develop, apply and generalise skills for social interaction
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- gain, maintain and monitor the interest of the listener(s)

### **Cognition & Learning sequence:**

Learners on the Celebration 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. Knowledge and skills they previously acquired need to be maintained and built upon so as to extend their learning. Learners on this pathway are encouraged to apply knowledge and skills in a range of situations to ensure it is embedded.

### **English**

Learners on this pathway will be developing and applying reading and writing skills for different purposes, including in real life situations (functional English).

**Reading:** reading for pleasure; reading accurately, fluently and with confidence; reading different genres, developing understanding of structure and features of each

Learners will have opportunities to:

- continue to follow a reading programme
- read aloud, developing accuracy, fluency and intonation
- read an increasing number of words, using taught strategies to decipher unknown words

- listen to and express views about fiction and non-fiction beyond a level at which they can read independently
- become increasingly familiar with, and retell a range of traditional and fairy stories
- read a range of non-fiction books that are structured in different ways
- discuss and clarify the meaning of new words
- check that text they are reading makes sense
- ask and answer questions about texts

**Writing:** spelling; developing handwriting; extended writing for different purposes; planning for extended writing; checking and revising writing; extending vocabulary and punctuation

Learners will have opportunities to:

- spell more words, including words with contracted forms and the possessive apostrophe
- add suffixes to spell longer words
- distinguish between homophones and near homophones
- form lower case letters that are the correct size relative to each other
- write capital letters and digits that are the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters
- plan and write extended sequences of writing that organise ideas
- plan and write extended sequences of writing for a range of purposes

### **Maths:**

Learners on this pathway will be using knowledge and skills to solve problems and apply these in real life situations (functional Maths). They will be able to represent and record their work.

**Number & Place Value:** understanding the number system and using it to count, order, represent and compare numbers

Learners will have opportunities to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

**Addition & Subtraction:** working with larger numbers, developing mental skills, representing and recording problems, applying knowledge of number relationships

Learners will have opportunities to:

- solve problems with addition and subtraction:
- use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- apply their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers
- add three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Multiplication & Division:** working with larger numbers, developing mental skills, representing and recording problems, applying knowledge of number relationships

Learners will have opportunities to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Fractions:** recognising, naming and representing fractions

Learners will have opportunities to:

- recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity

- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

**Measurement:** using standard measures and solving problems involving measurement

Learners will have opportunities to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

**Geometry – properties of shapes:** using mathematical language to identify, describe and compare shapes

Learners will have opportunities to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid
- compare and sort common 2-D and 3-D shapes and everyday objects.

**Geometry – position and direction:** developing positional language and concepts

Learners will have opportunities to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

**Statistics:** organising and using data

Learners will have opportunities to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

A detailed sequence of outcomes for Maths is outlined in Learning Bands 11-16 & and NC AREs for Y2+

## Science

Science teaching is delivered using the Strata Science units.

Learners on this pathway can make their own observations of the natural and humanly constructed world around them. They use different types of scientific enquiry to answer questions and make observations.

Learners will have opportunities to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to answer questions
- gather and record data to help in answering questions
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## **History**

Learners on this pathway understand more abstract time concepts and know that some events happened long ago, while others are in the more recent past.

Learners will have opportunities to:

- learn about changes in Britain from the Stone age to the Iron age
- learn about the Roman empire and its impact on Britain
- learn about the Viking and Anglo-Saxon struggle for the kingdom of England
- Learn about an area of local history

## **Geography**

Learners on this pathway have begun to develop an understanding of places and their contexts e.g. local and further afield. They can recognise the basic physical and human features of places. They can interpret very basic geographical notations e.g. simple maps or keys

Learners will have opportunities to:

- locate European countries, using maps
- locate countries beyond Europe using maps
- learn about countries, and major cities across the world
- name and locate counties and cities of the United Kingdom
- learn about aspects of physical geography e.g. climate zones, mountains, volcanos and earthquakes
- learn about aspects of human geography e.g. types of settlement, economic activity, natural resources e.g. food, water

## **Technology**

Learners on this pathway can navigate a screen and use technology for basic functions.

Learners will have opportunities to:

- use technology in real life situations e.g. to play games, to use an ATM, to complete online forms and questionnaires

## **RE**

Learners on this pathway will develop an understanding of major religions. The content is based on an adapted version of South Gloucestershire's recommended strands: beliefs and teachings; practices and lifestyles; and expression and language.

Learners will have opportunities to:

- explore important stories major religions
- develop religious vocabulary e.g. names given to God
- identify what happens at religious festivals
- identify ways in which members of a faith community demonstrate their faith e.g. prayer
- identify sacred texts from different faiths
- identify features of sacred buildings
- explore religious artefacts and how they help believers to worship
- Take part in collective worship and assemblies/events e.g. harvest festival

## **Art & Design**

Learners on this pathway are ready to produce and evaluate their own creative works in different mediums, and to refine skills required for this.

Learners will have opportunities to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Music**

Learners on this pathway understand basic musical concepts such as rhythm and tempo.

Learners will have opportunities to:

- carefully choose sounds and instruments and suggest how they should be used and played
- compose, perform and record extended sequences, involving sounds of varying duration
- create and control rhythmic patterns with a strong sense of pulse
- set a tempo for others to follow

- use changes in pitch expressively
- follow a sequence of instructions
- suggest how different sounds can be organised
- direct others
- make strong contrasts in sounds
- make subtle contrasts in sounds
- make improvements to own sequences of sounds
- perform, listen to review and evaluate a range of different musical genres, styles and traditions

A more detailed sequence of learning is outlined in NC AREs for Y2+

**Sensory / Physical development sequence of learning:**

**PE:** apply broader range of skills; link actions and make sequences of movement; participate in a range of adapted games; recognise and evaluate own success

Learners will have opportunities to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**SEMH sequence of learning:**

Learners on this pathway will have developed skills which enable them to consistently regulate their own emotions for the majority of the time and to reflect upon their own and other's behaviour. They will be confident learners and able to listen to and accept the opinions of others.

SEMH will be delivered through Jigsaw and enrichment activities and will prepare learners for the physical and emotional changes and challenges they will face in life, and equip them with the ability to make and express positive decisions about their own health, safety and personal development.

Learners will have opportunities to:

- extend their knowledge of friendship behaviours and potential dangers in the real and online world

- extend their knowledge of physical and emotional changes that occur as they grow up
- extend their knowledge of how to develop a healthy lifestyle
- develop understanding of sexual feelings and appropriate and inappropriate sexual behaviours
- Develop understanding of consent and saying no
- develop understanding of sex, contraception and sexual health
- develop understanding of birth and parenting
- develop understanding of how the media can affect body image and self-esteem
- develop understanding of the risks associated with smoking, drugs and alcohol
- identify how to report concerns or get help

## Curriculum Impact

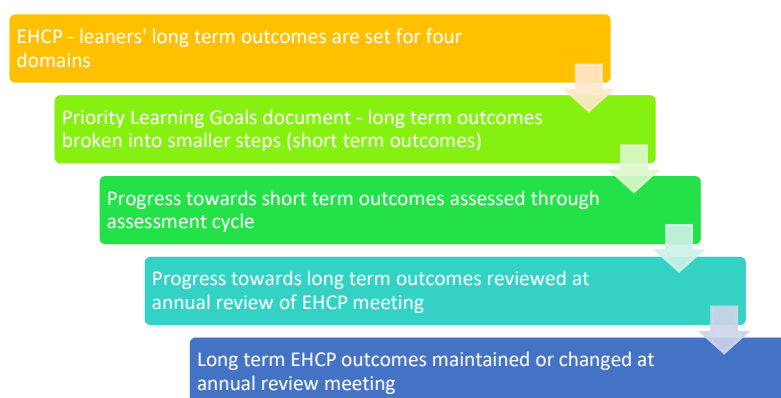
### Assessment for Learning

Assessment for Learning is the way that we ensure our learners can understand what they are doing well and what they need to next to make progress. All learners' successes are celebrated in order to develop their confidence for learning and willingness to undertake more challenging learning.

Learners are given instant feedback in a way that is accessible for their level of cognition. This might be a reward, such as bubbles, a high five, or verbal feedback in simple language, e.g. 'good listening'.

### Assessment

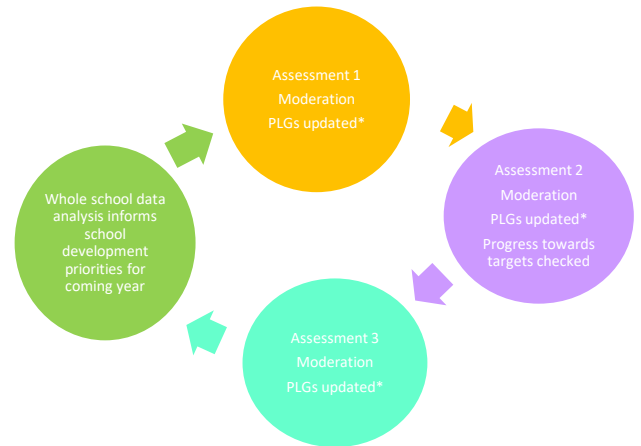
Each learner has priority learning goals (PLGs) on the app which break down the agreed long term outcomes for each EHCP domain into smaller steps.



## Celebration Curriculum Pathway

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