



Westfield Long Term Curriculum Plan Pathways of Development

Westfield's curriculum aim:

To provide quality learning experiences for each pupil to ensure they develop socially, emotionally and academically and are able to participate in future education, leisure, family life and their community.

We do this by developing:

- **Successful and resilient learners:**

who enjoy making progress over time and are developing an independent academic skills set and depth of understanding of key concepts

- **Confident communicators:**

who can share positive interactions with others and express themselves to others

- **Community participants:**

who engage in a variety of communities, making positive contributions, and showing tolerance and appreciation of diversity

- **Socially connected individuals:**

who have understanding of themselves and others, and celebrate and tolerate their similarities and differences.

Apple Tree Base

Within this base, children will be at the early stages of developing:

- communication,
- joint attention,
- tolerating another's agenda,
- independent self-care skills in toileting, dressing and feeding,
- play skills,
- sensory integration,
- motor skills,
- accepting co-regulation,
- awareness of the world around them.

Delivery of the curriculum takes place through a structured continuous delivery model and total communication approach, that includes targeted interventions related to each child's individual speech, language and communication and occupational therapy needs, as well as their social and academic needs.

Year	Autumn	Spring	Summer
A	What is the same? Core cognitive skills, knowledge and understanding: Joint attention in learning. Identifying what is the same through matching and sorting using simple and easily observable features and variables. Communication and language: Developing a simple naming vocabulary. Developing interactions in play. Responding to simple language. Physical Development: Developing control over using tools, toys and equipment. Moving through and around environments safely with control. Personal, Social and Emotional Development: RSE 1 self-awareness- SA1, SA3 managing feelings discrete Literacy: Sharing favourite stories with adults and reacting. Matching letter shapes and sounds that are the same. Mathematics: Grouping / matching objects/shapes that are the same. Following visual sequences. Matching number shapes. Filling containers to make the same amount, making the same length/height. Understanding the World:	What is different? Core cognitive skills, knowledge and understanding: Joint attention in learning. Finding the “odd one out” in a group. Identifying a feature that is different. Changing an object, picture, movement or sound. Communication and language: Developing a simple naming vocabulary. Developing interactions in play. Responding to simple language. Physical Development: Developing control over using tools, toys and equipment. Moving through and around environments safely with control. Personal, Social and Emotional Development: RSE-1 Self-care support and safety- SSS1, SSS2 2 The world we live in – WIL11, WIL13 managing feelings embedded Literacy: Sequencing a familiar story or before and after pictures. Identifying a letter shape or sound that is different in a group.. Mathematics: Changing groups or quantities to make more or less. Sequencing number shapes. Making 2 sets of shapes by sorting. Understanding the World: Identifying and sequencing changes in humans, animals and plants as they grow up.	Who am I? Who are you? Core cognitive skills, knowledge and understanding: Joint attention in learning. Can choose variables to “describe” a person, place or thing. E.g. chose symbols for blond hair, blue eyes, likes sand to describe themselves. Can change a variable to make a “description” correct. Communication and language: Developing a simple naming vocabulary. Developing interactions in play. Responding to simple language. Physical Development: Developing control over using tools, toys and equipment. Moving through and around environments safely with control. Personal, Social and Emotional Development: RSE- 1 Healthy lifestyles-HL1, HL3 2 Changing and growing CG3 managing feelings discrete and embedded Literacy: Matching pictures of an action to a character, or characters to a setting. Matching letter shapes they see, to sounds they hear. Mathematics: Making quantities to a given number.

	Identifying features that are the same. E.g. pointing to the door on pictures of houses, making a group of pictures of the seaside, matching animals and plants. Expressive Arts and Design: Exploring materials, making patterns and shapes, following visual plans with construction toys. Join in with songs and instruments to make the same sound.	Expressive Arts and Design: Exploring materials, making patterns and shapes, following visual plans with construction toys. Join in with songs and instruments to make the same sound. Noticing changes in sounds (pre-auditory discrimination) Changing movements e.g. from fast to slow, up to down	Language of measure (e.g. long, tall, short, wide, narrow, heavy, light) Positional and directional language. Understanding the World: What groups am I part of? What do we do together? (celebrations and festivals) Expressive Arts and Design: Exploring materials, making patterns and shapes, following visual plans with construction toys. Join in with songs and instruments to make the same sound.
--	--	---	---

Pear Tree Base

Within this base, children will be developing:

- verbal communication,
- attentional and inhibitory control,
- following another's agenda or including another person in their agenda,
- independent self-care skills in dressing, cutlery and tool use, care of their own possessions,
- turn taking and social play,
- recognition of their sensory profile and strategies that can help them,
- motor skills,
- regulation strategies,
- an understanding of how to keep themselves safe,
- understanding of the world around them,
- knowledge and understanding of early literacy, phonics and maths skills.

Delivery of the curriculum takes place through a structured and timetabled classroom environment, that blends learning through play and exploration with a transition towards a more formal learning environment. There is a model of continuous embedded provision alongside targeted interventions related to each child's individual speech, language and communication and occupational therapy needs, as well as their social and academic needs.

Year	Autumn	Spring	Summer
A	Where am I? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Earth and Beyond (Science Bug KS1) Geography: What is the United Kingdom like? : UK is made up of 4 countries joined together that have same/different/similar features. RE: What makes places special? DT: Cooking tasting and making foods from around the world RSE 1 self-awareness- SA1, SA3 managing feelings discrete Art: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share ideas, experiences and imagination	What is this place like? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Materials and Uses of materials(Science Bug KS1) Geography: Bourne End is a large village where people are for different reasons. There are natural and man-made features. Make choices about what to keep the same and what to change. History: How has Bourne End changed over time? RSE-1 Self-care support and safety- SSS1, SSS2 2 The world we live in – WILI1, WILI3 managing feelings embedded Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Who do I share this place with? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Keeping Fit and Healthy (Science Bug KS1) RE: Belonging to a group (What are the everyday lives of Christians, Muslims and Jews like?) History: How have toys and play changed? DT: Gardening RSE- 1 Healthy lifestyles-HL1, HL3 2 Changing and growing CG3 managing feelings discrete and embedded Art: Explore 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.
B	How do people move around? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Forces (Science Bug KS1) Geography: How have people changed places so that they can travel? History: How has transport changed over time?	What jobs do people do? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Light (Science Bug KS1) RE: Important people in Islam, Christianity and Judaism. History: How did Mary Seacole and Florence Nightingale change nursing?	What is the natural world like? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Animals (Science Bug KS1) Plants (Science Bug KS1) Geography : Marlow is a small town where people are for different reasons. There are natural and man-made

	RSE 1 self-awareness – SA2, SA5 2 managing feelings discrete Art: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share ideas, experiences and imagination	DT: Cooking: Make a picnic for the lighthouse keeper RSE 1 Self-care support and safety-SSS3, SSS4 2 The world we live in - WILI5, WILI4 managing feelings embedded Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	features. Make choices about what to keep the same and what to change. RE What do religions and cultures tell us about how the world was created? Creation stories DT: Gardening, Plan and make your own watering cans RSE 1 Healthy lifestyles- HL1, HL2 2 Changing and growing CG1 managing feelings discrete and embedded Art: Explore 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.
C	What time is it? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Light (Science Bug KS1) Geography: How do people live in different climates around the world? History: How has invention of electricity changed how we live? RSE 1 self-awareness –SA4 2 managing feelings discrete Art: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share ideas, experiences and imagination	What is a safe place to live? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Uses of materials (Science Bug KS1) Keeping Fit and Healthy (Science Bug KS1) History: How have houses and homes changed? DT: Cooking: healthy snacks RE: Belonging to a group RSE 1 Self-care support and safety -SSS5 2 The world we live in –WILI2, WILI6 managing feelings embedded Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	What can I hear? Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Sound (Science Bug KS1) Geography: Maidenhead / High Wycombe is a town where people are for different reasons. There are natural and man-made features. Make choices about what to keep the same and what to change. RE Special objects and sounds in a place of worship DT: Plan and make your own instrument RSE 1 Healthy lifestyles- HL2, HL3 2 Changing and growing CG4 managing feelings discrete and embedded Art: Explore 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.

Cherry Tree Base

Within this base, children will be developing:

- independence in responding to and using verbal communication,
- attentional and inhibitory control,
- independence in following a group agenda
- independence in life skills
- social thinking,
- repair, negotiation and initiating social interactions and conversations,
- independent self- regulation, including the use of sensory supports,
- motor skills,
- independence in keeping themselves safe,
- knowledge and understanding of the world around them,
- knowledge and understanding of core literacy, phonics and maths skills.

Delivery of the curriculum takes place through a structured and timetabled classroom environment, with regular and frequent opportunities for children to develop their social use of language. There is a model of continuous embedded provision alongside targeted interventions related to each child's individual speech, language and communication and occupational therapy needs, as well as their social and academic needs.

Year	Autumn	Spring	Summer
A	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Forces (Science LKS2) Geography: Continents (Europe): Countries are grouped into continents. Continents have same/different/similar natural and man-made land features. Land is used in different ways. What is Europe like? History Flight: comparing the roles and effects of the Wright Brothers and Amy Johnston. DT: Design and evaluate simple (paper) airplanes RSE 1 self-awareness- SA1, SA3 managing feelings discrete ART: To create sketch books to record their observations and use them to review and revisit ideas	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Uses of Materials (Science Bug LKS2) Geography: London and South-East England: A region of UK made up of different counties including the capital city. Man has made many changes to the land, can you explain why? History The Great Fire of London: How and why did events happen, what choices did people have at each step? RSE-1 Self-care support and safety- SSS1, SSS2 2 The world we live in – WILI1, WILI3 managing feelings embedded ART: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Keeping Fit and Healthy (Science Bug LKS2) RE Places of Worship :What do Muslims do in a mosque? What do Christians do in Church? What do Jews do in a synagogue? DT: Cooking Life Skills: Plan, shop and cook a healthy meal within a budget. RSE- 1 Healthy lifestyles-HL1, HL3 2 Changing and growing CG3 managing feelings discrete and embedded ART: Explore the work of great artists, architects and designers in history
B	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Animals (Science Bug LKS2) History Communication: How have humans changed how they communicate over time? Cave paintings to comparing the roles and effects of Caxton and Bell. RE What does a priest/ vicar/ pastor do for his community?	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Sound (Science Bug LKS2) Geography: Continents (The Americas): Countries are grouped into continents. Continents have same/different/similar natural and man-made land features. Land is used in different ways. What are N.America and S.America like?	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Electricity (Science Bug (LKS2) Geography : Wales: A region of UK made up of different counties. Man has made changes to the land, can you explain why? RE What does a Rabbi do for his community? What does an Iman do for his community?

	DT Design and evaluate simple animal homes RSE 1 self-awareness – SA2, SA5 2 managing feelings discrete ART: To create sketch books to record their observations and use them to review and revisit ideas	History The Windrush: How and why did events happen, what choices did people have at each step? RSE 1 Self-care support and safety-SSS3, SSS4 2 The world we live in - WILI5, WILI4 managing feelings embedded ART: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	DT: Cooking Life Skills: Plan, shop and cook a healthy meal within a budget. RSE 1 Healthy lifestyles- HL1, HL2 2 Changing and growing CG1 managing feelings discrete and embedded ART: Explore the work of great artists, architects and designers in history
C	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Light (Science Bug LKS2) Geography: Continents (Asia) Countries are grouped into continents. Continents have same/different/similar natural and man-made land features. Land is used in different ways. What is Asia like? RE How does the Bible help Christians make choices? How does the Torah help Jews make choices? RSE 1 self-awareness –SA4 2 managing feelings discrete ART: To create sketch books to record their observations and use them to review and revisit ideas	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science: Earth and Space (Science Bug LKS2) History First Moon Landing: How and why did events happen, what choices did people have at each step? RE How does the Qu’ran help Muslims make choices? Music: External Provider DT: Plan your own spaceship and trip to Mars. RSE 1 Self-care support and safety -SSS5 2 The world we live in –WILI2, WILI6 managing feelings embedded ART: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Communication language and literacy: Specialist curriculum co-created with therapists Maths: Maths mastery curriculum Science Plants (Science Bug LKS2) Geography: Scotland: A region of UK made up of different counties. Man has made changes to the land, can you explain why? History: How has how people in Britain live changed over time? Stone age to King Alfred. If you were in charge, what choices would you have made? DT: Cooking Life Skills: Plan, shop and cook a healthy meal within a budget. RSE 1 Healthy lifestyles- HL2, HL3 2 Changing and growing CG4 managing feelings discrete and embedded ART: Explore the work of great artists, architects and designers in history