

**REBUILDING CONFIDENCE
REIMAGINING EDUCATION RESTORING FUTURES
IMAGINE
“A BRIGHTER FUTURE”**



Curriculum Policy

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Introduction

At Imagine Wellbeing Independent SEND School (IW), we are dedicated to rebuilding confidence, reimagining education and restoring futures. We are an independent SEND primary provision for pupils across EYFS, KS1 and KS2, including pupils with Education, Health and Care Plans (EHCPs). Our pupils may present with complex communication needs, autism, sensory processing differences, SEMH, learning disabilities, and/or physical and medical needs. We believe every pupil is entitled to a curriculum that is ambitious, meaningful and appropriate for their individual profile. Our curriculum removes barriers, builds confidence and wellbeing, and enables pupils to make sustained progress towards long-term outcomes that matter: communication, participation, independence and belonging.

Our approach is SEND-first, relational and therapeutically informed. We prioritise safety, regulation and relationships as the foundations for learning. Where needed, pupils access therapeutic timetables, co-regulation strategies and personalised environments to engage, explore and thrive.

Curriculum principles

- Dignity, rights and pupil voice: every learner has a meaningful way to communicate preferences, needs and boundaries.
- High expectations without lowering ambition: we adapt the way we teach, not what we believe pupils can become.
- Safety, regulation and relationships as the foundations for learning.
- Communication-first practice and a Total Communication approach.
- Evidence-informed practice: explicit teaching where appropriate, purposeful repetition and meaningful generalisation.
- Preparation for next steps: independence, participation and community inclusion.

Compliance and inspection readiness

Our curriculum is designed to meet the Education (Independent School Standards) Regulations 2014 (particularly Part 1 – Quality of education and Part 2 – SMSC). It also supports leaders in evidencing practice during inspection through clear curriculum intent, coherent sequencing, secure early reading, inclusive teaching, robust safeguarding culture, and effective leadership oversight.

Curriculum pathways overview

Pupils follow one of four pathways. Pathways are fluid: pupils may move between them (or access elements of more than one) as their needs, engagement and development change.

Pathway	Typical learner profile	Curriculum core
Pre-Formal (PMLD / Engagement Model)	Profound and multiple learning difficulties; complex physical/medical needs; working within the Engagement Model / earliest developmental stages.	Equals Pre-Formal curriculum areas; routines-as-curriculum; sensory exploration; Intensive Interaction; targeted therapies.

Informal (SLD / Complex Needs)	Severe learning difficulties and/or autism with complex sensory and communication needs; working within pre-key stage standards and/or early engagement stages.	Equals Informal curriculum delivered through structured, functional contexts; communication and independence are broadened.
Semi-Formal	Learners between pre-key stage standards and early National Curriculum engagement; able to access more subject-specific learning with a strong life-skills foundation.	Equals Semi-Formal schemes of work + life skills; cross-curricular themes; explicit teaching and application.
Formal	Learners accessing a modified National Curriculum for their key stage (EYFS/KS1/KS2) with reasonable adjustments and SEND-first scaffolds.	Modified National Curriculum subjects + PSHE + enrichment + independence; structured lessons with strong literacy and maths foundations.

Across all pathways, Imagine Wellbeing provides:

- PSHE/RSE through Jigsaw, delivered in an adapted, developmentally appropriate and safeguarding-led way.
- Daily communication and language development, including systematic phonics for ready pupils.
- Access to movement, sensory regulation and outdoor learning as a core curriculum entitlement.
- Planned enrichment and community learning to build cultural capital, independence and belonging.

Pre-Formal Pathway (PMLD / Equals Pre-Formal)

Learner profile

Pupils following the pre-formal pathway have profound and multiple learning difficulties (PMLD) and complex needs. They are typically working within the Engagement Model and at the earliest developmental stages. Learning is rooted in relationship, regulation, sensory exploration and environmental control. Progress is often seen through increased engagement, anticipation, initiation and communication rather than linear subject progression.

Intent

- Provide a personalised curriculum that is holistic: communication, physical development, wellbeing, cognition and creativity are inseparable.
- Prioritise repetition, routine and consolidation.
- Develop engagement (exploration, realisation, anticipation, persistence, initiation) through motivating stimuli.
- Place EHCP outcomes and individual targets at the centre, using interests as the teaching vehicle.
- Build early communication and interaction as the foundation for all learning.

- Maximise independence and dignity through carefully taught routines.

Implementation

- Multi-sensory, tactile, experiential sessions planned around the regulation state and readiness to learn.
- Routines-as-curriculum: arrival, transitions, personal care, snack, movement, story, outdoor learning and home-time are explicitly taught.
- Total Communication: objects of reference, photos/symbols, Makaton, Intensive Interaction, switches and assistive technology as appropriate.
- Small-step participation and choice-making (including 'stop/finished') embedded throughout the day.
- Movement and positioning programmes delivered in partnership with therapists (e.g., physiotherapy, OT, SaLT).
- Community access in micro-steps with predictable, repeated visits.

Curriculum areas

- My Communication and Social Relationships
- My Cognition, Challenge and Sensory Exploration
- My Physical Development and Wellbeing
- My Creativity (music, art, sensory drama)
- My Outdoor Learning (sensory nature, exploration, movement)
- My Independence (participation in routines, choice, environmental control)
- Enrichment (community, visits/visitors, celebration of culture and interests)

Assessment

Assessment is ongoing and observation-based. Staff capture evidence of learning through photographs, brief notes and video (where consent is in place) to demonstrate progress towards EHCP outcomes and individual 'I will' targets. The Engagement Model is used to track and moderate progress in engagement behaviours. Termly review points refresh targets through the APDR cycle (Assess–Plan–Do–Review).

Informal Pathway (SLD / Complex Needs)

Learner profile

Pupils following the informal pathway have complex, severe learning difficulties and/or autism with significant sensory processing needs and communication differences. Some pupils may still be working within the Engagement Model in some areas, while others are beginning to access pre-key-stage standards through meaningful contexts and practical learning.

Intent

- Provide breadth of experience that celebrates all achievements and prioritises curiosity and engagement.

- Build communication and independence so pupils can make their needs and preferences known.
- Use practical, meaningful contexts to help pupils make connections and generalise skills.
- Support sensory regulation and emotional wellbeing so pupils are ready to learn.
- Ensure repetition and predictability, gradually widening experiences as tolerance grows.

Implementation

- Highly structured routines with flexible pacing and frequent regulation opportunities.
- Learning through exploration: sensory play, real objects, purposeful play-based teaching and interaction.
- Visual supports (now/next, timetables, choice boards), social stories and consistent key language.
- Short, purposeful teaching episodes with repeated practice and generalisation across contexts.
- Outdoor learning and community visits are planned to build familiarity and independence over time.

Curriculum areas

- Communication (AAC, interaction, functional language)
- Cognition and early problem-solving (cause/effect, attention, persistence)
- Independence and life skills (self-care steps, snack, transitions)
- Physical wellbeing (movement, fine motor, sensory integration)
- Creativity (music, art, role play, sensory drama)
- Outdoor learning and community participation
- Enrichment and personal development (Jigsaw PSHE, relationships, wellbeing)

Assessment

Assessment is continuous and triangulated through observation, work samples and interaction evidence. Pupils are assessed against pathway-appropriate 'I will' statements and EHCP short-term targets. Engagement is monitored where pupils are not yet consistently participating in subject-specific learning.

Semi-Formal Pathway (Equals Semi-Formal)

Learner profile

The semi-formal pathway supports pupils who can access more subject-linked learning while still requiring a strongly practical, life-skills-led curriculum. Pupils may be working within pre-key stage standards and early National Curriculum engagement, with barriers including communication needs, autism, sensory processing differences and/or physical and medical needs.

Intent

- Develop communication, social skills and independence through explicit teaching and repeated practice.
- Provide meaningful contexts using real-life materials and practical activities.
- Support thinking and problem-solving beyond memory-building activities.
- Build subject understanding through carefully sequenced components and revisiting.
- Promote physical wellbeing and regulation to support attention and participation.

Implementation

- Cross-curricular themes provide coherence while maintaining subject-specific rigour where appropriate.
- Teaching uses modelling, guided practice and supported independence, with structured talk and vocabulary development.
- Visual scaffolds, concrete resources and practical tasks are prioritised.
- Learning is generalised across contexts (classroom, outdoors and community).
- Staff work with therapists to integrate programmes into everyday learning.

Curriculum areas

- English communication (speaking/listening, early reading, purposeful mark-making/writing where appropriate)
- Mathematics and problem-solving (number sense, practical reasoning, measures)
- About Me / PSHE (Jigsaw) and relationships
- Life skills and independence (food, community, personal organisation)
- The World (science, geography/history through experience)
- Creativity (art, music, design and make)
- Physical wellbeing (PE, movement, fine/gross motor development)
- Outdoor learning and enrichment

Assessment

Assessment includes ongoing formative assessment and periodic summative checks where appropriate (e.g., pre-key stage standards at statutory points for pupils engaged in subject-specific learning). Evidence is recorded and moderated within pathway teams. Targets are reviewed at key points and updated via APDR.

Formal Pathway (Modified National Curriculum)

Learner profile

Pupils on the formal pathway access a modified National Curriculum for their key stage (EYFS/KS1/KS2), with reasonable adjustments for SEND, communication needs and wellbeing. Pupils may have moderate learning difficulties and/or associated complexities such as autism, SEMH, sensory processing differences and physical needs.

Intent

- Deliver a broad and balanced curriculum that is ambitious and adapted, not diluted.
- Build strong foundations in early reading, writing, speaking and listening, and mathematics.
- Ensure learning is meaningful, practical and connected to lived experience.
- Develop independence, social skills and emotional literacy alongside academic learning.
- Prepare pupils for a successful transition to the next phase of education.

Implementation

- Structured lessons with clear routines, explicit teaching and appropriate scaffolding.
- Adapted resources, manipulatives, visuals and assistive technology to remove barriers.
- Planned revisiting of key knowledge and skills; retrieval and consolidation.
- High-quality adult–pupil interactions to develop vocabulary, language and comprehension.
- Cross-curricular learning supported by coherent long-term planning and enrichment.

Curriculum areas

- English (reading, writing, spoken language) adapted to the pupil’s needs
- Mathematics (number, reasoning, problem-solving) with practical application
- Science through hands-on enquiry and real-world experience
- Humanities (history/geography) through themes, visits and artefacts
- Computing and online safety (age-appropriate, SEND-appropriate)
- Art, music and design technology
- Physical education and wellbeing (including swimming where available)
- RE and SMSC development
- PSHE/RSE via Jigsaw, delivered in a carefully adapted way

Assessment

Assessment is primarily teacher-led and uses a combination of formative evaluation, pathway-appropriate frameworks and standardised measures where accessible. Progress is reported against personalised targets and curriculum milestones. Leaders review attainment and progress information alongside wellbeing, engagement and attendance indicators.

Reading, language and literacy (including phonics)

At Imagine Wellbeing, we develop pupils’ communication and language as the foundation of reading. Pupils access the right approach at the right time: systematic phonics for pupils who are ready, whole-word/functional literacy routes where decoding is not yet accessible, and communication-rich shared stories across all pathways.

Whole-school approach

- Daily shared reading: stories, songs and rhymes adapted by pathway (sensory stories, symbol-supported texts, repeated refrains, story props and switches).
- Daily phonological awareness and language play (listening, rhythm, rhyme, alliteration, voice sounds, oral blending/segmenting where appropriate).
- Reading for pleasure is protected through daily access to inclusive books (sensory, symbolised, dual-language where appropriate) and planned adult reading time.
- Print awareness embedded in routines: names, symbols, schedules, labels and functional signs.

Systematic synthetic phonics (SSP): Twinkl Phonics

Imagine Wellbeing uses Twinkl Phonics as our structured SSP for pupils who are ready to learn and apply grapheme–phoneme correspondences. Delivery is consistent, multi-sensory and responsive, with additional ‘keep-up’ support provided quickly when gaps appear.

- Staff delivering phonics are trained, and leaders monitor consistency and impact.
- Pupils are grouped flexibly according to assessment information and learning readiness.
- Decodable books are matched to taught grapheme–phoneme correspondences for pupils receiving SSP instruction.
- Short, frequent sessions are used where pupils have reduced attention, stamina or regulation needs.

Whole-word recognition and functional literacy

- For pupils who benefit from a whole-word route, we teach high-frequency and functional words using structured methods and over-learning.
- Words are personalised and embedded in routines (toilet, snack, timetable, feelings, key people/places).
- Symbols and visuals support comprehension and independence across the day.

Assessment and oversight

- Phonics checks and programme-based assessments place pupils accurately and monitor progress over time.
- Reading records support home–school communication and appropriate practice.
- Leaders maintain oversight through monitoring, decodable book checks, intervention tracking and staff coaching.

APDR cycle (Assess–Plan–Do–Review) – all pathways

Imagine Wellbeing uses an APDR cycle to ensure teaching is responsive, outcomes-led and securely linked to EHCP provision:

1. Assess: gather information from baseline, observation, therapy input and prior setting data; understand strengths and barriers.
2. Plan: identify EHCP-linked targets and curriculum priorities; plan adjustments and strategies.
3. Do: deliver high-quality teaching and targeted interventions; embed strategies across the day.
4. Review: evaluate impact using evidence (work, observations, engagement, wellbeing); adapt targets and provision.

Targets are derived from EHCP outcomes and broken into achievable short-term steps ('I will' targets). Parents/carers are partners in the process.

Total Communication

Imagine Wellbeing is a Total Communication school. We use the communication approach that best meets each pupil's needs, consistently across the school.

Communication supports are personalised, reviewed and implemented with Speech and Language Therapy input where appropriate.

- Body movements, facial expression, eye gaze, vocalisations and gestures
- Makaton / key word signing
- Objects of reference, photos, symbols (including Widget) and visual schedules
- Now/Next boards, choice boards, communication books (e.g., PODD where appropriate)
- Switches and AAC/assistive technology (including eye gaze where appropriate)
- Intensive Interaction and interaction-based teaching

Therapies and interventions

Some pupils have additional needs identified in their EHCP that require support from therapists. Imagine Wellbeing works in partnership with families and relevant services to ensure pupils can access Speech and Language Therapy, Occupational Therapy and Physiotherapy input as required. Therapists support learning by providing programmes, modelling strategies for staff and contributing to a holistic understanding of each pupil's profile.

Interventions are targeted and time-limited, sit alongside high-quality everyday teaching and are reviewed for impact. Examples may include:

- Sensory circuits and individual sensory regulation plans (sensory 'diets')
- Targeted language interventions and AAC coaching
- Literacy 'keep-up' and pre-teaching interventions
- Emotional wellbeing support (play-based, solution-focused, ELSA-informed approaches)
- Zones of Regulation (adapted to developmental level)

Education outside the classroom and enrichment

We believe pupils learn best through experience. Visits and visitors are planned as part of the curriculum, enabling pupils to generalise skills, build independence and participate in their community. Experiences are risk-assessed and adapted to ensure access for pupils with complex needs.

- Local parks and nature walks (seasonal sensory experiences)
- Library visits and community story sessions

- Supermarket/community shopping for functional maths and independence
- Farm/animal encounters and sensory visitor sessions (where appropriate)
- Emergency services visitors (community safety learning)

Extra-curricular opportunities

Extra-curricular opportunities enrich pupils' learning, build confidence and develop interests. Provision is adapted to pupils' needs and may include:

- Music and signing
- Movement/dance and sensory play
- Gardening and outdoor club
- Games and social interaction groups
- Creative arts sessions

SMSC and British Values

SMSC and British values are woven through our curriculum and daily life. Teaching is adapted so that values are experienced through routines, interaction and real-life practice.

- Democracy: choice-making, pupil voice in accessible formats, class decisions
- Rule of law: safety routines, consistent boundaries, understanding 'safe/unsafe'
- Individual liberty: autonomy, consent and communication of preferences and refusals
- Mutual respect and tolerance: inclusive practice, celebrating difference, kindness routines

Impact

Impact is evidenced through individual progress towards EHCP outcomes, improvements in communication, engagement, independence, attendance and wellbeing, and pupils' ability to participate in learning and community experiences. Evidence includes case studies, learning records, assessment information and parent/carer feedback.

By the time pupils leave Imagine Wellbeing, they are supported to:

- Communicate more effectively (in their preferred mode) and have their needs understood
- Engage more consistently in learning and social interaction
- Develop independence in daily routines appropriate to their profile
- Transition successfully to the next phase of education (specialist secondary provision, mainstream with support, or other appropriate pathway)

Monitoring and evaluation

Leaders monitor curriculum and teaching to ensure consistent implementation and strong outcomes. Monitoring activities include learning walks, lesson visits, work/evidence scrutiny, pupil voice, parent voice and review of assessment information. Early reading and phonics receive specific leadership oversight, including consistency checks, decodable book checks and intervention tracking.

Appendix A: Independent School Standards mapping

ISS Part	Key expectations (summary)	Where evidenced in this document
Part 1 – Quality of education	Written policy for curriculum; broad and balanced; takes account of needs; effective teaching; progress.	Introduction; Curriculum pathways; Pathway sections; Reading and literacy; Monitoring and evaluation
Part 2 – SMSC	Actively promotes SMSC and British values.	SMSC and British Values; PSHE/RSE references; Enrichment and community learning
Part 3 – Welfare, health and safety	Supports wellbeing and safe practice; risk-assessed activities; behaviour understood as communication.	Introduction; Pathway implementation sections; Therapies and interventions; Education outside the classroom; Monitoring and evaluation
Part 6 – Provision of information	Curriculum information available to parents.	Whole document (publishable format)
Part 8 – Leadership and management	Effective leadership oversight, monitoring and improvement.	Monitoring and evaluation; Assessment and oversight sections

Appendix B: Inspection evidence prompts

Examples of evidence leaders should be able to produce:

- Curriculum maps/long-term plans per pathway; timetables and enrichment plans.
- Early reading/phonics: groupings, assessment information, decodable book matching checks, intervention logs.
- EHCP outcomes tracking and APDR review cycles; case studies showing personalised progress.

- Communication passports, AAC implementation evidence and staff training records.
- Attendance, behaviour and wellbeing monitoring, showing adjustments and impact.
- Risk assessments and records for visits, outdoor learning and community access.

Appendix C: Total Communication overview

Pre-Formal	Informal	Semi-Formal	Formal
Body movements/signs; facial expression; eye gaze/tracking; vocalisations; increased processing time; Intensive Interaction; sensory cues; objects of reference; photos/symbols; switches/AAC	Symbols/photos; objects of reference; now/next prompts; social stories; sensory regulation; PODD/communication books; key word signing; AAC	Photos/symbols; now/next; visual timetable; chat mats; PODD/VOCAs; social stories; key word language; AAC	Visual symbols; Makaton; visual timetable; verbal communication; written language; assistive technology

Imagine Wellbeing – Pre-Formal Pathway (PMLD) Long-Term Curriculum Plan (Whole Year)

Purpose and Principles

This Long-Term Plan (LTP) sets out a coherent, ambitious and highly personalised curriculum offer for pupils on the Pre-Formal pathway at Imagine Wellbeing Independent SEND School. For pupils with profound and multiple learning difficulties (PMLD) and complex physical/medical needs, learning is secured through predictable routines, responsive interaction, meaningful sensory experiences, and repeated opportunities to communicate, participate and exercise agency.

Core principles:

- Engagement is central: staff plan for attention, motivation, shared attention, persistence and initiation.
- Communication first: every routine and interaction is a teaching opportunity for pupils to express ‘yes/no’, ‘more/stop’, ‘help’, preferences and feelings in their own way.

- Routines are the curriculum: consistent sequences reduce anxiety and create repeated opportunities to practise skills.
- Safety, regulation and relationships are the foundations for learning (co-regulation, sensory diets, trauma-aware practice).
- Breadth with purpose: learning experiences are meaningful and functional for each learner, not tokenistic.
- Personalised progression: weekly planning adapts to each pupil's profile, regulation state and motivators, while the LTP provides a consistent spine.

Yearly Non-Negotiables (Run All Year)

Communication and interaction (daily)

- Intensive Interaction / responsive interaction approaches (following the pupil's lead with purposeful 'wait time').
- Personal Communication Passports and 'What helps me' profiles used consistently across staff teams and updated at least termly.
- Total Communication and AAC matched to need: Objects of Reference, photos, symbols (e.g., Widget), switches/VOCAs, eye gaze, keyword signing and gesture as appropriate.
- Planned opportunities each day for requesting, refusing, choosing, anticipating, turn-taking and shared attention.

Regulation, wellbeing and safety (always-on)

- Co-regulation first: calm, predictable routines and attuned responses; adults actively reduce demand when pupils are dysregulated.
- Individual regulation plans and sensory diets implemented consistently (movement, deep pressure, quiet spaces, sensory circuits).
- Behaviour is understood as communication; staff respond with curiosity, de-escalation and supportive adjustments.
- Risk assessment and safe practice embedded in personal care, moving and handling, medication, mealtimes and community access.

Early reading and communication-rich literacy (daily)

Early reading for PMLD prioritises communication, listening, attention, shared story experiences and meaning-making. Where pupils are developmentally ready, phonics exposure and/or decoding is introduced in very small steps with matched texts and careful monitoring.

- Daily shared reading: sensory stories, symbol-supported texts, repeated refrains and predictable story structures.
- Daily language play: songs, rhyme, rhythm, environmental sounds, turn-taking sound games.
- Print/symbol awareness embedded in routines: names, schedules, labels, photos/objects of reference and environmental print.
- Where appropriate: tactile grapheme exploration and sound-to-object links; blending/decoding for a small number of pupils with matched, accessible decodables.

PSHE/RSE (Jigsaw) (weekly; lived through routines)

Jigsaw is adapted for PMLD through sensory interaction, objects/photos/symbols, social stories, modelling and repeated routines. Learning is evidenced through participation, tolerance, agency, relationships and communication within authentic contexts.

Whole-Year Overview (Themes and Big Experiences)

Curriculum strands (PMLD)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Big experiences	Belonging, Safety & My Senses	Light, Dark & Celebrations	Weather & Water	Growing, Caring & Change	Animals & Habitats	Journeys, Outdoors & Transition
Jigsaw unit	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Early reading focus	Listening & attention; shared stories; print awareness	Rhythm/rhyme; repeated sensory stories; sound play	Sound discrimination; patterned texts; blending foundations (ready pupils)	Print/symbol sequences; tactile graphemes/GPC exposure (as appropriate)	Animal sound play; consolidate; matched decodables (as appropriate)	Re-read favourites; functional print; transition reading pack
Communication focus	Passports; yes/no; 2-choice; stop/finished	Requesting more/again; shared attention; turn-taking	Help/finished; choice generalised across settings	Wellbeing language; consent/safe touch signals	Peer proximity; my turn/your turn; greetings	Transition cues; generalise communication across environments
Independence/life skills	Arrival/snack routines; participation steps	Dressing participation; celebration routines	Hygiene through meaning; water safety routines	Food prep participation; caring routines	Community practice: waiting, greeting, choosing	Packing, travel and transition routines
Community access	Explore school spaces; familiar adults	Local lights/celebrations walk (repeated route)	Weather walks; sensory observation	Outdoor growing/planting; repeated visits	Habitat walks/farm link/visitor sessions	Local routes; parks; celebration/share events

Half-Termly Curriculum Maps (Summary)

The half-term maps below provide typical learning intentions across core strands. Teachers adapt planning to each pupil's EHCP outcomes, communication profile, sensory/medical needs and learning readiness.

Autumn 1 – Belonging, Safety & My Senses

Jigsaw: Being Me in My World

Early reading focus: Listening & attention; daily shared sensory stories; early print awareness; sound play foundations

Planned learning (key strands):

Communication & interaction:

- Establish personalised communication modes and record in the Communication Passport.
- Teach and respond consistently to 'yes/no' indicators; model 'stop/finished' and honour refusals.
- Daily 2-choice opportunities (objects/photos/symbols) to build agency; 'ready–steady–go' anticipation routines.

Early reading & literacy:

- Daily shared reading with a repeated sensory story (same props, same cues, predictable structure).
- Daily rhyme time: action songs, rhythm instruments, turn-taking sound games.
- Name/photo/OoR for self and key adults; tactile book handling and 'my favourites' book.

Regulation & wellbeing:

- Baseline sensory preferences/aversions; implement a personalised sensory diet and calm kit.
- Co-regulation routines (predictable cues, safe spaces, movement breaks) and consistent transition supports.

Independence & life skills:

- Arrival routine steps (supported), snack routine choice and participation, personal care participation with dignity and privacy.
- Tidying and 'finished' routines embedded across the day.

Understanding the world & enrichment:

- Familiarise pupils with school spaces through predictable tour routines.
- Explore textures, sounds and smells in the environment; introduce early cause-and-effect with switches where appropriate.

End points (observable outcomes):

- Increased security in at least one routine (arrival/snack/story/transition) with reduced distress indicators.
- Each pupil demonstrates at least one consistent preference or refusal signal that adults respond to reliably.
- Pupils participate in a repeated shared story cue (anticipation, reach for a prop, attend/vocalise at a key point).

Autumn 2 – Light, Dark & Celebrations

Jigsaw: Celebrating Differences

Early reading focus: Rhythm/rhyme/refrain; repeated sensory stories; playful sound play; tactile grapheme exposure (as appropriate)

Planned learning (key strands):

Communication & interaction:

- Extend requesting skills ('more/again' or 'stop/break') in motivating light/sound activities (gesture/switch/eye gaze).
- Develop turn-taking with an adult and (where possible) a peer using shared objects (torch, fibre optic wand).

Early reading & literacy:

- Daily rhythm and rhyme: repeated refrains and vocal play linked to celebration songs.
- Weekly repeated sensory celebration story; symbol/photo choice boards for songs and stories.

Regulation & wellbeing:

- Graded exposure to new stimuli (lights, sound, crowds) with calm retreat spaces and predictable endings.
- Explicit 'stop/break' communication taught and honoured.

Independence & life skills:

- Dressing participation (hats/coats/scarves) and festive food prep participation (stir/smell/taste/pour).
- Waiting and turn-taking routines are practised in short group activities.

End points (observable outcomes):

- Increased tolerance of at least one new sensory experience with regulation support (remain present longer; recover more quickly).
- A consistent method to request 'more/again' or 'stop/break' is used in at least one motivating activity.
- Increased participation in group routines (song choice/hello circle/celebration cue), even briefly.

Spring 1 – Weather & Water

Jigsaw: Dreams & Goals

Early reading focus: Sound discrimination; patterned texts; blending foundations for ready pupils; meaning-making through sensory stories

Planned learning (key strands):

Communication & interaction:

- Teach 'help' and 'finished' communication during exploration activities and generalise choice-making across settings.
- Use consistent safety language during water play (stop/wait/gentle).

Early reading & literacy:

- Sound discrimination: rain vs wind vs splash; loud/quiet; link sounds to objects and experiences.
- Patterned texts and sensory poems about the weather with repeated refrains.

Regulation & wellbeing:

- Predictable entry/exit routines for high-arousal sessions; record individual sensory thresholds and preferred calming sequences.

Independence & life skills:

- Hygiene routines linked to meaning (wash/dry after messy play); water safety routines practised consistently.

End points (observable outcomes):

- More intentional communication during motivating exploration (requesting, refusing, help).
- Engagement sustained for longer or re-engagement improves after a break (baseline → progress).
- Increased participation in sound/rhyme routines (pause/turn-taking; attend to a familiar refrain).

Spring 2 – Growing, Caring & Change

Jigsaw: Healthy Me

Early reading focus: Print/symbol sequences; repeated growth story; small-step GPC exposure/decodables where appropriate; wellbeing language

Planned learning (key strands):

Communication & interaction:

- Teach functional wellbeing communication (drink/rest/sore/hot/cold/more/stop) using agreed modes.
- Reinforce consent and safe-touch communication cues through consistent language and routines.

Early reading & literacy:

- Embed print/symbol sequences (first/next/then/finished) for planting and routines; repeated sensory story about growing.
- For pupils ready: secure a small set of graphemes linked to motivators; match any decodables to taught content.

Independence & life skills:

- Increase participation in handwashing and food-related routines; caring roles (water plants, carry items, put items away).

End points (observable outcomes):

- Increased participation in wellbeing routines (tolerate/anticipate/engage).
- Improved understanding of a simple sequence (first/next/finished) within a familiar routine.
- More reliable communication of a basic need (drink/rest/stop/help) in the pupil's mode.

Summer 1 – Animals & Habitats

Jigsaw: Relationships

Early reading focus: Animal sound play; repeated animal story; book choice; consolidate GPCs/decodables for ready pupils

Planned learning (key strands):

Communication & interaction:

- Develop peer interaction goals: tolerate proximity, share attention with a motivating object, and take turns.
- Generalise requesting/refusal across more contexts (outdoors/community/visitors) with preparation supports.

Early reading & literacy:

- Animal sound play and repeated songs; weekly repeated animal sensory story with object/symbol story map.
- Encourage pupils to choose a book/story using objects/photos/symbols; consolidate taught sounds for SSP-ready pupils.

Independence & life skills:

- Community routines: waiting, greeting, choosing; mealtime participation; continue personal care steps with dignity.

End points (observable outcomes):

- Increased shared attention with adult/peer around a motivating stimulus (even briefly).
- Generalisation of at least one communication skill across environments (class → outdoors/community).
- More reliable book/story choice and engagement with repeated routines.

Summer 2 – Journeys, Outdoors & Transition

Jigsaw: Changing Me

Early reading focus: Re-read favourites; functional print; consolidate and generalise; transition reading pack

Planned learning (key strands):

Communication & interaction:

- Prepare for transition using photos/objects of reference ('my new class/adults/routines').
- Update and rehearse key communication cues with new staff; practise communicating preferences about change.

Early reading & literacy:

- Re-read favourites for emotional safety; functional print in school/community; create a transition reading pack.
- For SSP-ready pupils: consolidate taught GPCs and maintain matched decodables.

Independence & life skills:

- Packing routines; travel routines; sun safety and hydration routines; consistent goodbye rituals.

End points (observable outcomes):

- Improved tolerance of transition changes when supported by cues (photos/OoR/songs).
- Increased agency across daily routines (choosing, refusing, requesting help).
- Transition documentation completed: Communication Passport, regulation plan and what-works profile shared with the next placement.

Assessment, Evidence and Review (APDR)

Assessment is ongoing and observation-based. Staff capture evidence through annotated observations, photographs, short notes and (where consent is in place) video, to demonstrate progress towards EHCP outcomes and individual 'I will' targets. Engagement is tracked using the Engagement Model (exploration, realisation, anticipation, persistence, initiation). Targets and provision are reviewed via the APDR cycle (Assess–Plan–Do–Review) at least termly, or more frequently where needed.

Inspection Alignment and Compliance (Summary)

- Independent School Standards (ISS) – Part 1 (Quality of Education): planned curriculum, taught and reviewed; appropriate to age, ability and needs; progress evidenced through engagement, communication and EHCP outcomes.
- ISS – Part 2 (SMSC/British Values): pupil voice, dignity, respect and community participation taught through routines and adapted Jigsaw units.
- ISS – Part 3 (Welfare, Health and Safety): regulation, safe practice, moving and handling, personal care, risk-assessed visits and safeguarding culture embedded.
- Leadership and management: clear expectations for evidence, monitoring prompts, staff training focus (Total Communication, early reading foundations, regulation and safe practice).

Long-Term Overview Table (PMLD)

How to use this: each half term has a *theme* (for coherence), but learning remains **personalised** and **process-based**. You'll keep the same key routines and "curriculum buckets, then vary the stimuli, texts, and experiences across the year.

Curriculum strands (PMLD)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Whole-school theme / big experiences	All About Me & My Senses (settling, safety, relationships, baseline engagement)	Light, Dark & Celebrations (Diwali/Bonfire/Christmas)	Weather & Water (ice, rain, splashing, floating/sinking)	Growing & Changing (plants, spring, life cycles, caring)	Animals & Habitats (farm, pets, minibeasts)	Journeys & Outdoors (parks, beach themes, travel, summer)
Communication & Interaction (Intensive Interaction, AAC, choice-making, anticipation)	Establish passports, preferred interaction style, “yes/no” signals, and anticipation cues for routines	Turn-taking games, shared celebration experiences, requesting “more/stop”, shared attention	Cause/effect communication (switches/water play), protest/refusal respected and interpreted	Choice-making generalised (people/places/objects), “help/finished/more”	Social communication in shared play (animal play, sensory drama), peer tolerance	Communication across environments (community/outdoors), generalisation of requests
Early Reading & Phonics (PMLD-appropriate pathway)	Phase A: Listening & Attention – environmental sounds, sound-play, rhyme time; daily shared	Phase B: Rhythm & Rhyme – alliteration, voice sounds; repeated refrains in stories; symbol/object supported story maps	Phase C: Oral blending foundations – sound discrimination, “sound to object” matching;	Phase D: GPC exposure (as appropriate) – tactile letters, initial sounds linked to motivating objects; <i>keep-up, not catch-up</i>	Phase E: Blending for ready pupils – VC/CVC with decodables; others continue	Phase F: Consolidate & generalise – functional print in school/community (signs/symbols), favourite books

	reading/sensory stories		Repeated patterned texts		symbol/sensory stories and print awareness	“re-read to anticipate”
Reading for pleasure/story spine	Repeated “hello/feelings” books; sensory stories to build anticipation	Celebration sensory stories + winter texts	Weather/water sensory stories	Growth/planting stories; life-cycle texts	Animal sensory stories: predictable, patterned books	Journey/holiday stories; outdoor poems/songs
PSHE (Jigsaw) IW Whole School Curriculum Pla...	Being Me in My World (belonging, routines, safety, class community)	Celebrating Differences (self/others, kindness, tolerance, anti-bullying at PMLD level)	Dreams & Goals (engagement goals, persistence, “I can” moments)	Healthy Me (body care, safety, regulation, simple health choices)	Relationships (families, friends, safe touch, communication of boundaries)	Changing Me (body awareness, transitions, growing up—highly personalised)
Sensory Exploration & Cognition	Sensory baseline, favourite stimuli, “tolerance	Light/dark, sparkle, warm/cold, music + sensory props	Water/ice/steam/mist; sensory science play	Soil/planting/smells; textures; growth over time	Animal textures/sounds; sensory trails	Outdoor sensory circuits; sun/shade; wind; big body play

	building” gently					
Physical Development (physio, mobility, PE, fine motor)	Positioning routines, movement breaks, reach/grasp baseline	Dance/movement linked to celebrations; hand use with craft	Hydro/water movement where possible; grasp/squeeze/pour	Planting, digging, hand strength; scooter/walker time	Animal yoga, gross motor circuits, outdoor walks	Outdoor adventure: sensory obstacle courses; ball play; transition walking
Independence & Life Skills	Arrival/transition routines; personal care participation steps	Dressing practice (coats/hats), simple helping roles	Hygiene routines + water play; snack-making steps	Growing/food prep (wash, stir, smell, taste)	Simple meal routines; community practice (hello, waiting)	Trips/outings routines; packing/choosing items; sun safety
Creative Arts (music, art, sensory drama)	“My Music” sessions, sound exploration, mark-making	Celebration music, lights, sensory drama	Water music, rhythm with splashing; bubble art	Nature art, printing with leaves; sensory poetry	Animal percussion; puppet play	Outdoor art, large-scale painting; end-of-year performance/share
Understanding the World / Community	Explore school spaces; safe exploration	Local community celebration links: repeated familiar visits	Weather walks; sensory observation	Planting in community/outdoor areas	Farm/pet links; visitors	Journeys: repeated route walks; parks/local landmarks

5. Termly and Yearly End Points (Summary)

5.1 End of Autumn (Autumn 1–2)

- Security in routines improves (anticipation cues; reduced distress in at least one daily transition).
- Communication passports in place and consistently used by all staff; pupils demonstrate reliable preference/choice signals.
- Daily shared reading/rhyme routine embedded; pupils show anticipation or engagement indicators in repeated stories.

5.2 End of Spring (Spring 1–2)

- Pupils sustain engagement longer and across more environments (class, outdoors, sensory spaces).
- Participation in personal care, hygiene and snack routines increases in small meaningful steps.
- Early reading pathway evidence is clear for each pupil: foundations for all; SSP/decoding progress for those ready with matched texts.

5.3 End of Summer (Summer 1–2)

- Pupil agency is more consistent: requesting, refusing, choosing and asking for help across routines.
- Peer tolerance and shared attention routines strengthen (individualised expectations).
- Transition materials completed: passports, regulation plans, key routines, reading pack and family communication.

5.4 End of Year (Whole-year outcomes)

- Each pupil has a robust, working communication system that all adults respond to consistently.
- Wellbeing and regulation are strengthened through predictable routines and individualised support.
- Pupils make progress in early communication and early reading foundations (attention to sound, shared story participation, print awareness), with SSP/decoding progress evidenced where appropriate.
- Pupils participate more independently in life-skill routines (arrival, snack, personal care, community access) in small, meaningful steps.

Appendix A – Independent School Standards (ISS) Mapping Grid (Curriculum Evidence)

Standard	Where evidenced in this Long-Term Plan
ISS Part 1 – Quality of education provided	Curriculum intent and sequencing; whole-year overview; half-term detail; early reading pathway; monitoring prompts and end points.

ISS Part 2 – Spiritual, moral, social and cultural development	Jigsaw sequence; voice/choice; relationships; community access; respect, kindness and inclusion embedded in routines.
ISS Part 3 – Welfare, health and safety of pupils	Regulation and safety non-negotiables; safe touch/consent cues; risk-assessed community learning; personal care, dignity, and supervision.
ISS Part 4 – Suitability of staff/supply staff/proprietors	The plan provides clarity on the staff training focus (AAC, early reading, routines) and links to induction and consistent practice expectations.
ISS Part 5 – Premises and accommodation	Community and curriculum spaces identified (sensory room, outdoor learning, calm spaces); Routines indicate how spaces are used safely.
ISS Part 6 – Provision of information	Clear documentation structure: LTP, end points, evidence prompts; supports reporting to parents and stakeholders.
ISS Part 7 – Manner in which Complaints are handled	Not curriculum-led; evidence can be referenced in response to concerns about provision, access or progress.
ISS Part 8 – Leadership and management	Monitoring prompts; evidence expectations; reading/phonics oversight; evaluation narrative; transition documentation and quality assurance.

Appendix B – Ofsted Evaluation Areas (Independent Schools) Mapping Grid

Evaluation area	How does this plan provide evidence?
Safeguarding	Embedded safety routines, consent cues, regulation support, risk-assessed community learning, dignified personal care and clear staff expectations.
Inclusion	Personalised pathways, AAC, sensory adjustments, engagement-led planning, equitable access to reading, PSHE, and community participation.

Curriculum and teaching	Whole-year sequencing, non-negotiables, strand plans, repeated routines, monitoring prompts and evidence-ready expectations.
Achievement	End points per half term/term/year; progress evidenced through engagement, communication, participation and early reading pathway.
Attendance and behaviour	Predictability, co-regulation, behaviour as communication; adjustments to reduce distress and support consistent attendance.
Personal development and well-being	Jigsaw adapted, relationships, voice/choice, community access, wellbeing routines and independence skill building.
Leadership and governance	Evidence prompts, monitoring expectations, reading oversight, consistent practice requirements and transition documentation.

Appendix C – Early Reading & Phonics Pathway (PMLD)

This pathway supports a coherent approach to early reading for pupils with PMLD. Not all pupils will be ready for systematic decoding; however, all pupils will access daily communication-rich reading experiences and language play. Where pupils are ready, phonics is introduced in small, meaningful steps with matched texts and careful monitoring.

C1. Pathway stages (typical progression)

- Stage 1: Listening and attention – environmental sounds, turn-taking sound play, shared attention.
- Stage 2: Rhythm and rhyme – songs, repeated refrains, alliteration and action rhymes.
- Stage 3: Print and symbol awareness – names, symbols, photos, schedules, book handling and choice.
- Stage 4: Grapheme–phoneme exposure (where appropriate) – tactile letters, sound-to-object links.
- Stage 5: Blending and decoding (few pupils) – VC/CVC blending, decodables matched to taught GPCs.
- Stage 6: Meaning-making and reading for pleasure – repeated favourites, anticipation, functional print in routines/community.

C2. Monitoring expectations (where SSP applies)

- Ensure taught sounds match the books offered (decodable fidelity).
- Keep-up notes capture barriers and immediate adjustments.
- Regular checks on session consistency (pace, repetition, participation opportunities).
- Evidence of reading across the day: story, rhyme, print in routines, and pupil book choice.

Informal Whole School Curriculum Plan

Long-Term Plan (Full Year)

1. Purpose and scope

This long-term plan outlines the full-year curriculum overview for learners on the Informal pathway at Imagine Wellbeing. It is designed for pupils with complex learning difficulties (CLD), including complex SLD and SLD/autism profiles, typically working at P4–P5/early Pre-Key Stage standards and, where appropriate, elements of the Engagement Model. Planning is personalised based on each pupil's EHCP outcomes and targets and delivered through a highly structured, sensory, communication-rich environment.

The plan is written to support pre-registration readiness, Independent School Standards (ISS) compliance, and inspection readiness under the renewed Education Inspection Framework and associated inspection toolkits.

2. Curriculum principles and pedagogy

The Informal pathway is grounded in the Equals Informal Curriculum, which comprises six schemes of work: My Communication, My Sensory Play, My Creativity, My Outdoor School, My Physical Well-Being, and My Independence. Teaching emphasises process-based learning, motivation, and meaningful participation.

- Safety and regulation first: predictable routines, co-regulation, and personalised sensory supports are embedded daily.
- Total communication: Intensive Interaction, AAC (symbols/objects/photos), signing, and personalised communication passports.
- High-quality interactions: adults follow the learner, notice communication attempts, and create frequent opportunities for turn-taking and shared attention.
- Learning through lived experience: real objects, community access, outdoor learning, and practical independence tasks.
- Repetition, generalisation and maintenance: skills are taught and revisited frequently across contexts.
- Trauma-aware and attachment-informed practice: behaviour is understood as communication; staff respond with curiosity and de-escalation.

3. Continuous provision and daily entitlements

3.1 Communication and interaction (daily)

- Daily Intensive Interaction/interaction sessions (taskless, learner-led).
- Regular opportunities for learners to communicate 'yes/no', 'stop/finished', 'more', and preferences using their agreed mode.

- Choice making embedded across the day (2-choice, preference boards, objects of reference, symbol/photo choices).
- Peer interaction opportunities (supported cooperative play, turn-taking games, shared sensory experiences).
- AAC modelling throughout the day; staff use consistent symbols/signs and key vocabulary.

3.2 Early reading, phonics and communication-rich literacy (daily)

Reading and phonics on the Informal pathway prioritise communication, listening, attention, meaning-making and enjoyment. For pupils who are developmentally ready, systematic phonics and early decoding are introduced in very small steps, with carefully matched texts and robust monitoring.

- Daily shared reading: sensory stories, symbol-supported texts, predictable refrains, and repeated story structures.
- Daily Phase 1 phonics foundations: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending/segmenting (where appropriate).
- Print awareness in routines: name recognition, personal books, labels, schedules, environmental print.
- For pupils ready: grapheme-phoneme exposure, sound-letter matching, and blending with accessible decodable texts.
- Reading for purpose: functional literacy (symbols/signs, choosing books, following simple directions, matching pictures/objects to story events).

3.3 PSHE / RSHE and SMSC (Jigsaw) (weekly; lived through routines)

Jigsaw is adapted for Informal learners through sensory interaction, objects/photos/symbols, social stories, modelling and repeated routines. Learning is evidenced through participation, tolerance, agency, relationships and communication in real contexts.

- Weekly Jigsaw unit focus (half-termly) with a strong emphasis on personal development, emotional literacy and relationships.
- Daily opportunities to practise key skills from PSHE/RSE: consent cues, safe touch, personal boundaries, asking for help, and recognising emotions.
- British Values and wider SMSC are taught through routines, community access and purposeful experiences (e.g., turn-taking, sharing, helping, making choices).

3.4 Physical well-being and therapeutic provision (daily/weekly)

- Daily movement and sensory circuits to support alertness, regulation and physical development.
- Physio-informed positioning, fine motor practice, and access to specialist equipment as needed.
- Weekly PE/physical sessions aligned to My Physical Well-Being, including outdoor movement, bikes/trikes and games.
- Swimming/hydrotherapy where available and appropriate (risk-assessed and in line with individual contraindications).

3.5 Independence and life skills (daily/weekly)

- Personal care routines taught with dignity, privacy and consent; skills broken down and repeated consistently.

- Snack and mealtime routines as key learning opportunities (choice, waiting, requesting, cleaning up).
- Dressing/undressing routines embedded daily; independence skills taught using backwards chaining where appropriate.
- Community access planned across the year to generalise travel, shopping and social skills.

3.6 Assessment, evidence and review (ongoing)

- Baseline and ongoing assessment using the Engagement Model (where appropriate), plus pre-key stage standards where learners are engaged in subject-specific learning.
- Evidence captured regularly through an evidence platform (e.g., Evidence for Learning) using observations, photos, videos and work samples.
- EHCP outcome tracking and the APDR cycle: assess-plan-do-review; review points at least termly (and more frequently where needed).
- Moderation of engagement, communication and independence progress within the staff team, and with external professionals where relevant.

3.7 Long-Term Overview Table (Informal)

How to use this: each half term has a theme (for coherence), but learning remains personalised and process-based. You'll keep the same key routines and curriculum buckets, then vary the stimuli, texts, and experiences across the year.

Curriculum strands (Informal)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school theme / big experiences	Belonging & Me (settling, routines, safety, baseline)	Light, Dark & Celebrations (Diwali, Bonfire, Winter, Christmas)	Weather & Water (rain, ice, splashing; science play)	Growing & Springtime (plants, life cycles, caring)	Animals & Habitats (farm, pets, minibeasts)	Journeys & Outdoors (local trips, parks, summer)
My Communication (interaction, AAC, functional language)	Passports; consistent cues; choice-making; yes/no; attention & turn-taking	Requesting more/stop/help; shared attention; greetings; early peer interaction	Cause/effect communication (switches/water); describe sensations (wet/cold) using AAC	Generalise requests/choices; feelings communication; I need...	Social communication in play; peer tolerance; simple narratives (photo sequences)	Communication in community; functional language for trips; transition comms (new/next)
My Thinking & Problem Solving (cognition, early concepts)	Matching/sorting by sensory features; object permanence; anticipation routines	Light/dark exploration; shadows; sequence celebration routines	Floating/sinking; capacity; what happens if...?	Growth over time, simple prediction, caring routines	Animal groups/sounds; simple classification; early reasoning	Route awareness; first/then/next; independence decisions

Early Reading & Phonics (Informal pathway)	Phase 1 attention & listening; environmental sounds; rhyme; daily shared stories	Rhythm/rhyme/alliteration; repeated refrains; story maps (objects/symbols)	Sound discrimination; oral blending readiness; patterned texts	GPC exposure where appropriate; initial sounds linked to motivating objects; decodables for ready pupils	Blend/segment for ready pupils; fluency through re-reading; comprehension via symbols/photos	Consolidate & generalise: functional print, captions, simple recounts; reading for pleasure routines.
Reading for pleasure/story spine	Familiar routine stories; feelings/hello books; predictable repetitive texts	Celebration sensory/symbol stories; winter tales	Weather/water stories; poems/songs	Planting/growth stories; life-cycle texts	Animal stories; who/where books; predictable patterns	Journey/holiday/outdoors texts; class memory book
PSHE (Jigsaw)	Being Me in My World (belonging, rules, routines, feeling safe)	Celebrating Differences (kindness, tolerance, respect) behaviour)	Dreams & Goals (perseverance, engagement goals, pride)	Healthy Me (body care, safety, regulation, healthy choices)	Relationships (friendship, families, safe touch, boundaries)	Changing Me (transition, growing up, body awareness, change)
My Physical Wellbeing (gross/fine motor, mobility, regulation)	Baseline motor skills; movement breaks; core strength; fine-motor exploration	Dance/movement; hand skills through craft; coordination games	Water play motor skills; pour/squeeze; outdoor walks in weather	Gardening/digging; hand strength; scooter/balance	Outdoor circuits; animal yoga; ball skills; stamina	Outdoor adventure; transition walking; sports-day style events
My Independence (life skills, self-care, routines)	Arrival routines; personal care steps; snack routine; tidy up	Dressing (coats/hats); helping roles; simple food prep	Hygiene routines (wash/dry); snack-making; water safety	Food prep (wash/stir/taste); independence sequences	Community routines (hello, waiting, choosing); mealtime independence	Trips/outings routines; packing/choosing; sun safety; transition routines
My Creativity (music, art, drama, sensory play)	Sound exploration; mark-making; sensory art	Celebration music; lights; sensory drama	Water music; bubble art; rhythm/tempo	Nature art; printing; sensory poetry	Animal puppets; percussion; role play	Outdoor art; large-scale creation; end-of-year share
My Outdoor School / Community	Explore school grounds; safe outdoor routines	Local lights/seasonal walks; repeat familiar visits	Weather walks; puddles & mud kitchen; sensory science outdoors	Planting area/garden; growth observation outdoors	Minibeast hunts; farm/pet links; visitors	Parks/local landmarks; travel themes; transition visits

4. Autumn 1 – Belonging, Routines and Communication

Jigsaw: Being Me in My World

Reading & phonics focus: Phase 1 focus: listening and attention; environmental and instrumental sounds; rhyme and action songs; daily shared story routines.

Context/theme: Settling in, building trust, co-regulation, establishing communication systems and classroom routines.

4.1 Planned learning (Equals Informal schemes)

My Communication

- Establish or refresh each pupil's communication passport (preferred cues, signs, symbols, objects of reference, AAC).
- Teach and respond consistently to attention-gaining and 'help' signals (gesture, vocalisation, symbol, button).
- Embed 'yes/no' and 'stop/finished' responses; honour refusals and build trust.
- Supported greeting routines (hello/goodbye) with familiar adults; short and predictable.
- Begin peer-to-peer opportunities through shared games (ready-steady-go; turn-taking sound games).

My Sensory Play

- Baseline sensory preferences/aversions and motivators; create individualised sensory environments (ISE) where needed.
- Develop sustained exploration of motivating sensory resources (water, light, texture, vibration, messy play).
- Adult follows the learner's lead; models shared attention and turn-taking in play.
- Introduce simple cooperative play (sharing space/resources with an adult; 'my turn/your turn' with high-interest items).

My Creativity

- Explore music as a communication tool (songs of reference; sound choices; stop/go).
- Tactile art and mark-making with a focus on choice of materials and sensory tolerance (paint, foam, rollers, collage).
- Creative sessions are used to practise attention, anticipation and turn-taking.

My Physical Well-Being

- Daily sensory circuits and movement breaks to support regulation and alertness.
- Gross motor: climbing, balancing, pushing/pulling, outdoor play equipment (risk-assessed).
- Fine motor: reach/grasp, cause-and-effect toys, early tool use (large crayons, stampers).

My Independence

- Arrival routines: hanging coat/bag, locating visual timetable, choosing greeting object.
- Handwashing and toileting routines supported with visuals and consistent language.
- Snack routines: choice-making, waiting, requesting, tidying up; introduce simple 'set the table' roles.

My Outdoor School

- Starting: outdoor expectations, boundaries, sensory exploration of natural materials.
- Outdoor sensory walks to identify preferred places/resources; introduce simple 'stop/go' safety cues.

Enrichment

- Meet the team/family engagement: home-school communication passports and 'All About Me' contributions.
- Local community walk to practise greetings and recognising key people/places.

4.2 Assessment, evidence and monitoring prompts

- Baseline engagement profile and motivator record for each learner (observations and staff notes).
- Communication passport completed and shared; evidence of daily choice-making opportunities.
- Phonics/reading timetable visible: evidence of daily shared reading and listening games.
- Regulation plan drafted: key triggers, calming strategies, safe spaces; reviewed fortnightly.

4.3 End Points (expected outcomes at pupil level)

- Pupils show increased security in at least one routine (arrival, snack, story or transition) with reduced distress indicators.
- Each pupil demonstrates at least one consistent preference or refusal signal that adults respond to reliably.
- Pupils participate in a repeated shared story routine (anticipate a key cue; attend/reach/vocalise at a predictable point).
- Staff can evidence regular opportunities for pupil voice and agency through choices and communication.

5. Autumn 2 – Celebrations, Community and Sensory Exploration

Jigsaw: Celebrating Difference

Reading & phonics focus: Phase 1 focus: body percussion; rhythm and rhyme; voice sounds; oral blending/segmenting (where appropriate); repeated stories and seasonal texts.

Context/theme: Developing belonging, understanding self/others, and extending play and communication through familiar seasonal experiences.

5.1 Planned learning (Equals Informal schemes)

My Communication

- Extend imperative communication (requesting, protesting, choosing) across new activities and people.
- Develop declarative communication opportunities ('look!' 'wow!') through shared attention and adult modelling.
- Teach communication for sensory regulation (requesting a break, 'too loud', 'help', 'more').
- Support learners to initiate interaction with familiar peers (greetings, offering an item, turn-taking).

My Sensory Play

- Seasonal sensory play: light and dark, warmth/cold, textures, smells and tastes (with medical/dietary considerations).
- Structured 'choice boards' for sensory experiences to build agency and reduce anxiety.
- Develop tolerance for new sensory inputs through small-step exposure and co-regulation.

My Creativity

- Creative celebration: music-making, performance moments, making items to share with others.
- Art and craft focused on process and sensory exploration rather than product; repeated patterns and routines.
- Introduce simple role-play/drama in story sessions (props, predictable scripts, turn-taking).

My Physical Well-Being

- Dance/movement to music; develop start/stop, fast/slow, loud/quiet in movement games.
- Winter outdoor movement: obstacle courses, ball skills, pushing/pulling equipment.
- Fine motor: sensory dough, threading/stacking, early scissor exposure (supported).

My Independence

- Dressing for weather: selecting coat/hat/gloves with support; practising fastenings where appropriate.
- Practice simple responsibility roles: carrying own belongings, placing items in named areas.
- Food independence: opening packets, drinking from a cup/bottle, wiping face/hands, clearing away.

My Outdoor School

- Orienteering foundations: following a simple route; recognising landmarks; 'stop and look' safety routines.
- Collecting and sorting natural materials; building a shared 'nature box' for classroom sensory play.

Enrichment

- Celebrations and community connections: visits/visitors linked to seasonal events (sensory appropriate).
- Charity/kindness project at a level accessible to pupils (sharing, giving, helping routines).

5.2 Assessment, evidence and monitoring prompts

- Evidence of communication generalisation: requesting/protesting/choosing across at least 3 different daily contexts.
- Phonics evidence: participation in rhyme, rhythm and voice sound sessions; listening discrimination notes where relevant.
- Sensory profile updates: what supports regulation and what triggers overload; adjustments recorded.
- Jigsaw evidence: participation in routines linked to self/others (turn-taking, sharing, helping).

5.3 End Points (expected outcomes at pupil level)

- Pupils demonstrate increased tolerance for at least one new sensory experience (with reduced avoidance behaviours).
- Pupils use (or attempt) a consistent method to request or refuse across a wider range of activities.
- Pupils show early awareness of others through supported turn-taking or shared play moments.
- Pupils can follow one predictable routine linked to celebrations/community (with visual/object cues).

6. Spring 1 – Exploring the World: Movement, Travel and Curiosity

Jigsaw: Dreams and Goals

Reading & phonics focus: Phase 1 focus: alliteration; sound discrimination; oral blending and segmenting (where appropriate); shared reading with predictable narratives and information texts.

Context/theme: Building curiosity, resilience and independence through exploration, travel training and purposeful movement.

6.1 Planned learning (Equals Informal schemes)

My Communication

- Develop communication for problem solving: 'help', 'again', 'stuck', 'different', 'wait'.
- Teach functional communication during travel training (stop/go, wait, hello/thank you, asking for help).
- Use visual schedules and now/next prompts to support transitions and reduce anxiety.

My Sensory Play

- Exploration of cause and effect and 'what happens if...' through motivating sensory resources.
- Introduce sensory play linked to transport and movement (wheels, ramps, vibration, water flow).
- Support learners to engage for longer periods with chosen play (sustained attention).

My Creativity

- Music and sound exploration linked to movement/transport themes (tempo, volume, start/stop).
- Construction and making: junk modelling, building ramps/tracks, simple designing with adult support.
- Creative storytelling: repeated story maps with props; pupils choose key sounds/objects.

My Physical Well-Being

- Bike/trike/scooter access where appropriate; focus on independence and safety routines (helmet, start/stop, steering).

- Balance, coordination and strength activities; indoor and outdoor circuits.
- Fine motor: posting, turning pages, early pencil control/mark making for meaning.

My Independence

- Travel training: moving around school safely; practising road safety routines on local walks (stop, look, listen).
- Develop tolerance for waiting and changing routines; use of timers and predictable cues.
- Independence in transitions: collecting coat, lining up, carrying own bag or equipment with support.

My Outdoor School

- Route following: simple maps/photos of landmarks; walking to a familiar destination.
- Shelter building foundations: building a den with support, taking turns, and sharing resources.

Enrichment

- Visit to a local place of interest aligned to travel training (shop, park, library, bus stop).
- Goal celebration routines: 'I did it!' moments, certificates, photo evidence shared with families.

6.2 Assessment, evidence and monitoring prompts

- Travel training risk assessment and individual plan in place; evidence of regular practice.
- Engagement monitoring: evidence of sustained attention in a chosen activity increasing over time.
- Phonics participation notes: sound discrimination, alliteration games, oral blending where appropriate.
- Jigsaw evidence: pupils participate in goal-setting/celebration routines (choice of goal, persistence, pride).

6.3 End Points (expected outcomes at pupil level)

- Pupils demonstrate increased independence in at least one travel-related routine (walking route, stop/go, waiting).
- Pupils show increased persistence in a motivating task with reduced adult prompting.
- Pupils communicate for help or to continue an activity more consistently (using an agreed mode).
- Pupils can take part in a 'goal achieved' celebration routine, recognising success through photos/objects.

7. Spring 2 – Healthy Me: Body, Food and Self-Care

Jigsaw: Healthy Me

Reading & phonics focus: Phase 1 focus: voice sounds; sound talk; oral blending/segmenting (where appropriate); shared reading linked to health, body and routines.

Context/theme: Developing health, well-being and independence through self-care, shopping and food routines.

7.1 Planned learning (Equals Informal schemes)

My Communication

- Teach communication for needs and feelings: thirsty, hungry, tired, sore, happy/sad/calm/angry (using symbols/signs).
- Support learners to request preferred calming strategies and breaks.
- Develop social communication in community contexts (hello, please, thank you, choice making).

My Sensory Play

- Sensory exploration linked to food and self-care (smells, textures, temperature) with consent and safeguarding.
- Develop play that supports body awareness (massage balls, proprioceptive resources, water play).
- Use sensory play to practise turn-taking and sharing resources.

My Creativity

- Art linked to 'Healthy Me': body outlines, sensory collage, food art (safe and hygienic).
- Music and movement for regulation: calming playlists, alerting songs, breath and rhythm routines.
- Story-based drama about health and safety routines.

My Physical Well-Being

- Health routines: stretching, yoga/movement, relaxation sessions (adapted).
- Fine motor linked to self-care: squeezing bottles, opening/closing containers, using wipes/towels.
- Develop stamina and coordination through structured games and outdoor movement.

My Independence

- Shopping: using a simple list (photos/symbols), choosing items, waiting at checkout with support.
- Understanding money at a functional level (handling coins/notes; 'pay' routine) where appropriate.
- Personal care: toothbrushing routines, handwashing steps, dressing/fastening practice; respecting privacy and consent.

My Outdoor School

- Cooking outdoors (where safe): simple snacks/drinks; hygiene and safety routines.
- Seasonal wellbeing: noticing weather changes; choosing appropriate clothing; outdoor movement for health.

Enrichment

- Community access to practice shopping/cafe routines (risk-assessed).
- Health week: visits from professionals (e.g., nurse/dentist role-play), sensory appropriate and supportive.

7.2 Assessment, evidence and monitoring prompts

- Independence evidence: progress in shopping routines and self-care steps (task analysis where appropriate).
- Communication evidence: pupils use an agreed method to express at least one need or feeling.
- Phonics/reading: evidence of sound play, story engagement and vocabulary linked to body/health.
- Jigsaw evidence: participation in 'healthy choices' routines and safety cues.

7.3 End Points (expected outcomes at pupil level)

- Pupils demonstrate progress in at least one self-care routine (handwashing, toothbrushing, dressing/fastening) with increased independence.
- Pupils can take part in a simple shopping routine (choose item; carry/hold; wait; 'pay' routine) with reduced distress.
- Pupils communicate at least one need or feeling using their agreed mode.
- Pupils recognise and participate in basic health and safety routines (hygiene, safe food handling, asking for help).

8. Summer 1 – Relationships, Nature and Outdoor Learning

Jigsaw: Relationships

Reading & phonics focus: Phase 1 focus: consolidation; applying sound awareness in games; print awareness; shared reading with nature and relationship themes.

Context/theme: Strengthening relationships, social interaction and learning through nature, outdoor school and shared projects.

8.1 Planned learning (Equals Informal schemes)

My Communication

- Develop peer communication routines (greetings, sharing, offering, requesting turn) with adult facilitation.
- Increase opportunities for declarative communication during nature exploration (pointing, showing, commenting).
- Use social stories and visuals to support friendships and group participation.

My Sensory Play

- Outdoor sensory play: mud kitchen, water play, sand, natural textures; supporting tolerance and preferences.
- Cooperative play projects (building together, shared resources) with adult scaffolding.
- Introduce simple 'rules' in play (wait, take turns) with consistent language and visuals.

My Creativity

- Nature art: printing, collage, sensory sculpture using found materials.
- Music outdoors: sound hunts, making instruments, rhythm games.
- Storytelling and drama outdoors: using props, dens, and role play.

My Physical Well-Being

- Outdoor physical challenges: trails, climbing, balance, and team games adapted for inclusion.
- Develop endurance and coordination; increase time spent outdoors to support wellbeing.
- Fine motor in real contexts: gardening tasks, tool use (safe, adapted), watering.

My Independence

- Cooking (classroom) begins/expands: snack preparation, spreading, mixing, pouring; hygiene and safety routines.
- Responsibility roles: collecting ingredients, setting up, washing up, tidying.
- Community relationship skills: greeting familiar people, practising 'please/thank you' routines.

My Outdoor School

- Shelter building and den making: cooperative planning, taking turns, tolerating shared space.
- Fire safety awareness (where relevant) and outdoor cooking experiences (risk-assessed).
- Orienteering progression: following a route to a chosen destination; simple symbols/photos.

Enrichment

- Gardening project: planting, caring, harvesting (as appropriate).
- Family/community event outdoors: sharing learning through photos, art, and pupil-led choices.

8.2 Assessment, evidence and monitoring prompts

- Evidence of peer interaction: pupils engage in a supported shared activity with another pupil.
- Evidence of independence in cooking: task analysis steps achieved with increasing independence.
- Outdoor school records: participation, safety routines, preferred activities, resilience notes.
- Phonics/reading: evidence of participation and consolidation in sound games and shared reading.

8.3 End Points (expected outcomes at pupil level)

- Pupils show increased social interaction with peers within structured play or outdoor activities.
- Pupils demonstrate progress in at least one cooking-related skill (mixing, spreading, pouring, washing up) at their level.
- Pupils tolerate and enjoy extended time outdoors with appropriate regulation supports.
- Pupils communicate preferences and make choices across a wider range of outdoor and relationship contexts.

9. Summer 2 – Change, Transition and Celebrating Achievements

Jigsaw: Changing Me

Reading & phonics focus: Phase 1 focus: consolidation and transition planning; reading for enjoyment and purpose; personalised ‘summer reads’ and story memory books.

Context/theme: Preparing for change and transition, strengthening independence and celebrating progress and pupil voice.

9.1 Planned learning (Equals Informal schemes)

My Communication

- Transition communication: new people/places introduced gradually with photos/objects and consistent language.
- Support learners to communicate ‘worried/unsure’ and request reassurance or a break.
- Develop independence in using communication aids (choosing symbols, using buttons, selecting a timetable cue).

My Sensory Play

- Play-based transition: rehearsing new routines through play, role play, and visual stories.
- Water and summer sensory experiences; managing tolerance and safety (sun, heat, hydration).
- Choice-led play projects; pupils help plan preferred activities.

My Creativity

- Memory books: photos, symbols and pupil contributions to celebrate learning.

- Performance and celebration: music, art displays, shared achievements with families.
- Creative transition stories: pupils choose props/sounds to represent 'moving on'.

My Physical Well-Being

- Summer physical activities: athletics-style games, outdoor play, bikes/trikes/scooters.
- Prepare for new routines: practising walking routes, managing new timetables, and building stamina for change.
- Review and refresh moving and handling/positioning plans as needed.

My Independence

- Generalise independence skills across contexts: dressing for the weather, snack routines, tidying, and choosing activities.
- Community access consolidation: travel training and simple purchases as appropriate.
- Support for transition in personal care routines: consistent visuals and key vocabulary for the next setting.

My Outdoor School

- Outdoor cooking/picnic routines; sharing and taking turns; managing change of location.
- End-of-year outdoor challenges: treasure hunt, simple orienteering, team tasks.

Enrichment

- Transition visits to new class/setting where relevant; phased introduction plans.
- Celebration events and awards focused on engagement, communication, resilience and independence.

9.2 Assessment, evidence and monitoring prompts

- Transition plan for each pupil: key supports, communication, regulation strategies, and visits documented.
- End-of-year engagement summary: what motivates the learner, what supports success, and next steps.
- Evidence of independence maintenance/generalisation across at least 2 contexts.
- Phonics/reading summary: participation, preferences, and next-step recommendations.

9.3 End Points (expected outcomes at pupil level)

- Pupils demonstrate readiness for transition through increased tolerance of change with appropriate supports.
- Pupils can communicate preferences and needs in a wider range of contexts, including new routines.
- Pupils show progress in independence skills and can generalise at least one skill beyond the classroom.
- Families and next placement receive a clear profile of what works for the pupil (communication, regulation, learning motivators) and evidence of progress.

10. Inspection alignment and compliance prompts

This long-term plan supports compliance and readiness by demonstrating a structured, coherent curriculum that is implemented effectively and tailored to pupils' needs, with clear intent, implementation and impact.

10.1 Independent School Standards (ISS) – curriculum and teaching

- Part 1(a): The curriculum is policy-led, planned and delivered to promote pupils' knowledge, skills and understanding, taking account of pupils' ages, abilities and needs.
- Part 1(b): The curriculum supports personal, social, health and economic education, including relationships and sex education (adapted through Jigsaw).
- Part 1(c): For pupils with EHC plans, teaching is personalised to meet needs and deliver the specified provision and outcomes.
- Part 1(d): A framework for assessment is in place to ensure that pupils' progress is monitored, reviewed and reported appropriately.

10.2 Personal development, SMSC and British values

- Part 2(a): The curriculum and school routines actively promote pupils' spiritual, moral, social and cultural development.
- Part 2(b): Fundamental British values are promoted through age- and stage-appropriate routines (rule of law through safety routines, democracy through choice, mutual respect and tolerance through community and relationship work).

10.3 Ofsted inspection focus (renewed EIF and inspection toolkits)

- Quality of education: clear curriculum intent, a coherent sequence for communication/reading/independence, and evidence of impact through engagement, progress and EHCP outcomes.
- Behaviour and attitudes: strong focus on safety, regulation and understanding behaviour as communication; consistent routines and positive relationships.
- Personal development: Jigsaw-adapted PSHE/RSE, SMSC, community access, independence, and pupil voice.
- Leadership and management: curriculum is well-led, staff are trained in total communication and sensory/therapeutic practice, and safeguarding and compliance are embedded.

Note: inspection guidance and toolkits are reviewed periodically. Leaders should ensure this plan remains aligned to the most current inspection materials and statutory guidance.

Semi-Formal Curriculum

Long-Term Plan (Whole Year)

1. Purpose and principles

This long-term plan sets out a coherent, whole-year curriculum offer for pupils working within the Semi-Formal pathway (typically within the severe learning difficulties spectrum). It provides a consistent structure and 'rhythm' to learning whilst remaining highly personalised, process-based, and responsive to communication, regulation, sensory and medical needs.

At Imagine Wellbeing, Semi-Formal learning is different from simply differentiated. We use EQUALS Semi-Formal Schemes of Work as our core curriculum model (e.g., My Communication, My Thinking and Problem Solving, My Play and Leisure, My Independence, My Physical Well-being, My Outdoor School, My Creativity and The World About Me).

Across the year, we teach through meaningful themes and 'big experiences' that are concrete, local and motivating. We prioritise:

- Communication first: every session creates a real reason, method and partner for communication (AAC, Makaton, objects of reference, PODD, symbols).
- Learning readiness and regulation: predictable routines, sensory diets, co-regulation, and trauma-informed practice.
- Functional literacy and reading: daily systematic phonics where appropriate, plus rich shared reading, storytelling, and symbol-supported texts.
- Early maths and cognition: number sense, comparison, sorting, pattern and real-life problem solving within routines.
- Independence and life skills: dressing, personal care, eating and drinking, community participation and safe routines.
- Breadth and enrichment: outdoor learning, creativity, play, music, physical development, and PSHE (Jigsaw) adapted to need and stage.

2. How to use this plan

Each half term has a theme for coherence and shared experiences, but learning remains personalised. Teachers keep the same key routines and curriculum 'buckets' throughout the year, then vary the stimuli, texts, contexts, resources and community experiences across half terms.

For each half term, you will find: (a) a set of suggested experiences and contexts, (b) key learning intentions across curriculum strands, and (c) end points – what pupils should be able to demonstrate with appropriate support by the end of that half term.

3. Long-Term Overview Table (Semi-Formal)

Curriculum strands (Semi-Formal)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school theme / big experiences	Belonging & Me (settling, safety, routines, baseline)	Light, Dark & Celebrations (Diwali/Bonfire/Christmas)	Weather & Water (ice, rain, floating/sinking)	Growing & Changing (plants, spring, caring)	Animals & Habitats (farm, pets, minibeasts)	Journeys & Outdoors (parks, travel, summer)
Communication (AAC, interaction, social use of language)	Communication passports; establish AAC systems; imperative needs; 'help/more/stop'	Turn-taking and shared attention; commenting; asking for preferred items	Cause/effect communication; requesting information/objects; protest respected	Choice-making generalised; 'I want/I like'; communicating feelings and needs	Peer communication in play; social scripts; tolerance and repair of breakdowns	Communication across environments; community communication; generalisation
Early Reading & Phonics	Baseline + Phase 1/2 as needed; print awareness; decodables for ready pupils	Phase 2/3 progression; blending/segmenting; common exception words (as appropriate)	Phase 3/4 for ready pupils; consolidate GPCs; apply in decodable texts	Fluency building; re-reading; simple comprehension (who/what/where) with supports	Apply phonics to functional writing, caption writing, and reading for purpose	Consolidate and generalise: signs, labels, simple instructions in the community
Reading for pleasure/story spine	Reassurance and belonging texts; class story rituals	Celebration and winter stories; repeated refrains and story maps	Weather/water stories; non-fiction picture books; poems and songs	Growth and life-cycle texts; sensory drama stories	Animal stories and information books; predictable, patterned texts	Journeys/holidays; outdoor poetry; end-of-year shared book
Early Maths & Thinking	Number sense baseline; matching, sorting, comparing; practical counting in routines	Number to 5 (or beyond); shape/space; pattern through craft and music	Measure and capacity in water play; time concepts (now/next) and sequencing	Number bonds/part-whole; data handling via class interests; simple problem solving	Money awareness through play shops; position/direction; simple coding patterns	Functional maths in trips: counting, paying, measuring; consolidate key concepts
PSHE (Jigsaw) – adapted	Being Me in My World (belonging, routines, safety, class community)	Celebrating Differences (kindness, similarity/difference, anti-bullying)	Dreams & Goals (persistence, 'I can' moments, engagement targets)	Healthy Me (body care, safety, regulation, simple healthy choices)	Relationships (families, friends, safe touch, boundaries, communication)	Changing Me (transitions, growing up, body awareness – personalised)
My Independence (life skills) + daily living	Arrivals, personal care participation, snack routines, dressing routines	Coats/shoes; helping jobs; toileting and hygiene routines; simple food prep	Drink and snack prep; washing/cleaning; class shop role-play	Growing/cooking: wash, chop with support, stir; safety routines	Community skills: greeting, waiting, carrying, making	Trips preparation: packing, checking, sun safety; end-of-year transition skills

					choices, simple money exchange	
My Play & Leisure (social + engagement)	Structured play routines, parallel play, joint attention games	Co-operative play with simple rules, celebration games, and sharing equipment	Water and sensory play; turn-taking; exploring new play partners	Role play/nature play; imaginative play supported with props	Animal-themed play; group games; sustained shared play	Outdoor play circuits; inclusive sports days; leisure choices
My Physical Well-being (PE/physio/fine motor)	Positioning and movement breaks; baseline gross/fine motor; sensory circuits	Dance/movement linked to celebrations; hand strength and tool use	Aquatics/water movement if appropriate; grasp/pour/squeeze; stamina building	Planting/digging; scooter/walker practice; bilateral coordination	Outdoor walks; yoga/relaxation; ball skills; obstacle courses	Adventure play; athletics/fundamentals; transition walking and endurance
My Creativity (Art/Music/Drama/Dance)	Self-portrait and identity art; sound exploration; sensory drama stories	Light/shadow art; percussion; performance for celebrations	Water music/rhythm; bubble and resist art; sensory theatre	Nature art/printing; soundscapes; spring performance	Animal percussion; puppet play; clay/sculpture textures	Outdoor large-scale art; end-of-year showcase; class 'memory book'
My Outdoor School + The World About Me	Explore school spaces; safe routes; local walks; seasons noticing	Community celebrations; visitors; light/dark outdoor investigation	Weather walks; puddle science; recycling and environmental care	Planting and habitats; caring for living things; community garden links	Farm/pets/minibeasts; habitats; responsible care and respect	Journeys: repeated routes; parks/landmarks; travel safety; summer outdoors

4. Half-termly curriculum maps (Semi-Formal)

The half-term maps below should be adapted for each class group. Teachers select objectives from EQUALS Semi-Formal Schemes of Work and tailor delivery to each pupil's EHCP outcomes, communication profile, sensory needs and learning readiness.

4. Half-termly curriculum maps

Autumn 1 – Belonging & Me (Settling In)

Theme / Big experiences: All About Me, My Class and My Senses (establish routines, safety, relationships, baseline engagement)

Suggested texts/story spine:

- Owl Babies (or similar reassurance texts)
- The Colour Monster (feelings and regulation)
- My First Day / Starting School style book
- Non-fiction: My Body / My Senses (photo books)
- Personalised class books with pupil photos

Literacy (phonics, reading, writing):

Phonics: Baseline assessment, then systematic phonics matched to stage: Phase 1 consolidation + Phase 2 Set 1 (s, a, t, p, i, n) for ready pupils. Daily oral blending games; sound discrimination; grapheme exploration using multisensory resources.

Reading: Daily shared reading (adult-led), repeated stories, symbol-supported retell, story maps. For decodable readers: matched books aligned to GPCs taught. Build print awareness: name recognition, environmental print around school.

Maths (early number + cognition):

Baseline: counting objects in routine contexts; matching/sorting by colour/size; comparing more/less; subitising to 3 where appropriate; shape exploration through play and construction.

PSHE (Jigsaw):

Being Me in My World – belonging, class charter, rights/responsibilities, feeling safe, recognising routines (highly adapted, concrete, visual).

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Establish communication passports; agree AAC systems; build motivation, means and partners. Teach requesting, refusing, greeting and attention-getting within meaningful routines.	Communication audits; choice boards; PODD / symbols; objects of reference; intensive interaction and turn-taking games; 'help/more/finished' in snack and play.	Pupils use an agreed method to request preferred items/activities at least daily (with prompts as needed). Pupils demonstrate recognition of key adults and routines; increased intentional communication noted on communication logs.
Self-regulation & wellbeing	Build co-regulation, predictable routines, sensory diets and safe spaces. Teach emotional language and body cues in a low-demand way.	Zones/colour coding; calm boxes; breathing/pressure activities; transition objects; now-next boards; 'check in' routine.	Reduced distress during transitions; pupils access a preferred regulation strategy with support; pupils can indicate 'stop'/'break' appropriately.
Early Reading & Writing	Develop listening and attention skills, phonological awareness, and print concepts. Begin name recognition and meaningful mark-making.	Environmental sound walks; rhyme time; sound lotto; letter trays; name photos; big shared writing (labels, captions).	Pupils participate in a daily phonics routine. Pupils show increased engagement in shared reading and can select/point to key objects/pictures in a familiar story.
My Thinking and Problem Solving	Introduce problem-solving within routines using repetition and consistent structure. Build cause/effect and simple planning.	Simple puzzles; posting games; 'find it' games; sabotage within routines (missing spoon, closed box) with scaffolded solutions.	Pupils attempt to solve a simple, familiar problem (e.g., open, retrieve, match) with reduced adult support over time.

My Independence (daily living)	Build independence in arrivals, snacks, toileting, dressing, and classroom jobs. Teach 'participation steps' and consistent prompts.	Hanging coat, choosing lunch, handwashing routine, wiping table, collecting resources, tidying with a visual checklist.	Pupils complete at least one agreed-upon routine step more independently (e.g., the handwashing sequence, putting belongings away). Evidence through task analysis charts.
My Physical Well-being	Establish baseline gross/fine motor skills, positioning and movement breaks, hand strength, and tool use foundations.	Sensory circuits; fine motor trays; dough disco; ball play; stretching; physio programmes embedded daily.	Pupils tolerate/participate in daily movement routine; improved stamina or range of movement recorded by therapists/PE notes.
My Play & Leisure	Develop play routines, shared attention and engagement with peers/adults. Teach 'how to play' explicitly.	Structured play stations; parallel play; turn-taking with timers; simple rule games; sensory play invitations.	Pupils sustain engagement in a preferred play activity for longer; pupils share attention/space with a peer for short periods.
My Creativity	Express identity through art/music/drama. Explore materials and sound in a process-led way.	Self-portraits; colour mixing; body percussion; sound exploration; sensory drama linked to class stories.	Pupils make choices about materials/instruments and participate in a short, shared performance or class-sharing moment.
Outdoor School / The World About Me	Explore school environment safely; notice seasons; begin understanding of 'my school' and 'my community'.	School walks, sensory trails, autumn nature hunt, meeting key people, and local short walk routes.	Pupils follow a familiar route with support; pupils show anticipation for the outdoor routine; simple 'where' understanding via photos/symbols.

Autumn 2 – Light, Dark & Celebrations

Theme / Big experiences: Light and dark; festivals and celebrations; winter changes; community belonging

Suggested texts/story spine:

- The Bear's Sleepy Book/winter comfort story
- Diwali story (symbol supported)
- The Nativity (adapted, inclusive)
- Non-fiction: Light and Dark / Night Animals
- Class celebration book with photos

Literacy (phonics, reading, writing):

Phonics: Continue Phase 2 (Sets 2–5) or consolidate Phase 1/2, depending on readiness. Blend VC/CVC where appropriate. Introduce tricky words as meaningful sight vocabulary (e.g., I, the, to) for ready pupils.

Reading: Re-read familiar texts for fluency and anticipation. Use story maps, sequencing, and simple ‘who/what’ questions with visuals. Introduce simple non-fiction features (photos, labels).

Maths (early number + cognition):

Number to 5 (or beyond): counting, matching numerals to sets, comparison, simple addition through combining in play. Shape and pattern through light/shadow and celebration art.

PSHE (Jigsaw):

Celebrating Differences – kindness, respect, similarity/difference, anti-bullying at an appropriate level (explicit teaching of ‘kind hands/words’).

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Extend communication beyond requesting: commenting, turn-taking, simple questions/answers, greetings and social routines in celebrations.	Celebration role-play; sharing news using photos; ‘my turn/your turn’; requesting help with crafts; choosing songs/activities.	Pupils use at least two communicative functions (e.g., request + comment/refuse). Increased peer interaction was recorded in observation notes.
Early Reading & Phonics	Apply taught GPCs in decodable words; continue phonological awareness for those not yet ready. Build vocabulary linked to celebrations and winter.	Phonics mini-books; sound buttons; magnetic letters; vocabulary mats; shared writing of labels/cards.	Pupils read or participate in the reading of a short decodable/symbol-supported book; pupils recognise key vocabulary in context.

My Thinking and Problem Solving	Develop memory and sequencing through repeated celebration routines; introduce simple choice and planning.	Sequencing a routine (make hot chocolate, wrap a gift); matching items to purpose; simple 'what comes next?' games.	Pupils follow a 2–3-step visual sequence with increased independence; pupils demonstrate improved anticipation of routines.
My Independence	Dressing skills for outdoor/winter; helping roles; independence in eating/drinking routines; personal care with dignity.	Coat zips/buttons with adaptations; handwashing; using cutlery; pouring drinks; setting the table; tidying after craft.	Pupils independently complete agreed dressing or self-care steps more consistently; increased participation in group routines.
My Physical Well-being	Seasonal movement: dance, balance, coordination. Fine motor through crafts and tool use.	Dance to celebration music; gross motor games; cutting, sticking, threading; sensory circuits.	Improved coordination or endurance in structured movement; increased purposeful tool use was recorded.
My Play & Leisure	Develop co-operative games, sharing and joint attention within celebration contexts.	Party games with visuals, play scripts, board games adapted, and turn-taking using timers.	Pupils tolerate waiting/turn-taking for longer; fewer adult prompts are needed to share equipment.
My Creativity	Explore light/shadow, sound and performance. Celebrate process and participation.	Shadow play; lanterns; percussion ensembles; sensory drama (winter scene).	Pupils create a finished or in-progress piece they can share; pupils take part in a short performance/assembly with support.
Outdoor School / The World About Me	Explore light/dark outdoors, winter weather, community celebrations and safety.	Dark den building; torch walks; observing day length; visit to a local light display; safe road-crossing practice.	Pupils show awareness of safety signals/stop points on walks; pupils demonstrate curiosity about light/dark phenomena.

Spring 1 – Weather & Water

Theme / Big experiences: Weather patterns; water in the world; sensory science; safety around water

Suggested texts/story spine:

- Maisy's Wonderful Weather Book/weather texts
- The Storm Whale (adapted)
- Splish Splash (sensory story)

- Non-fiction: Water / The Water Cycle (simple)
- Class 'weather journal'

Literacy (phonics, reading, writing):

Phonics: Consolidate Phase 3 and introduce Phase 4 blends where appropriate; maintain rapid review. For pupils earlier in development, Phase 1/2 sound discrimination and oral blending games continue.

Reading: Build comprehension through experience: predict, observe, and relate text to real experiences. Encourage pupils to select information from simple non-fiction using visuals.

Maths (early number + cognition):

Capacity and measure in water play; sequencing and time (now/next/then); number to 10 for ready pupils; data handling through daily weather charting.

PSHE (Jigsaw):

Dreams & Goals – perseverance, working towards personal targets, celebrating effort and progress (highly personalised).

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Use communication for exploration: asking for 'more/again', expressing preferences, commenting on sensory experiences and feelings.	Switch-activated water play; choice of containers; 'hot/cold' feedback; using core boards to comment (wet, splash, big).	Pupils initiate communication during exploratory play; more varied vocabulary/signs are used across contexts.
Early Reading & Phonics	Apply phonics to reading and writing for purpose (labels, captions). Continue shared reading routines and independent book choices.	Weather word wall; matching words to symbols/photos; simple sentence frames ('I see...', 'It is...').	Pupils read/construct simple captions with support; improved blending/decoding where appropriate.

My Thinking and Problem Solving	Develop cause/effect, prediction and reasoning through practical 'science' play.	Floating/sinking investigations; ice melting; umbrellas and waterproofing; sabotage routines (missing jug) to prompt problem solving.	Pupils make a simple prediction/choice and observe the outcome; pupils attempt a solution to a practical problem with less support.
My Independence	Hygiene routines and safety: handwashing, blowing nose, changing wet clothes, and safe drinking water.	Waterproof dressing; wiping spills; preparing drinks; tidying up routines after water play.	Pupils complete hygiene routine steps more independently and safely; they can indicate when they need help/change.
My Physical Well-being	Strength and coordination through water movement and resistance activities; fine motor with pouring/squeezing.	Aquatics/hydrotherapy, where available; squeeze bottles; spray games; gross motor circuits.	Pupils increase stamina and/or participation in physical activities; improved hand strength or control is recorded.
My Play & Leisure	Social play around shared sensory resources; negotiating turns; sustaining shared play.	Water play stations; cooperative 'car wash' role play; sensory games with rules.	Pupils sustain shared play with a peer for longer; improved turn-taking is evidenced.
My Creativity	Sound and art inspired by water and weather; explore texture, rhythm and movement.	Rain sticks; ocean drums; bubble printing; spray art; weather dance.	Pupils create a piece that shows intentional choices (colour, tool, sound) and can share meaning with adults/peers.
Outdoor School / The World About Me	Weather observation, safety, and community: using real data and routines to notice change over time.	Daily weather chart; puddle walks; wind ribbons; local stream/pond visit with safety plan.	Pupils recognise simple weather symbols and match clothing choices; increased outdoor tolerance and engagement.

Spring 2 – Growing & Changing

Theme / Big experiences: Plants, spring, life cycles, caring for living things, change over time

Suggested texts/story spine:

- Jasper's Beanstalk/plant stories
- The Tiny Seed
- The Very Hungry Caterpillar (adapted)
- Non-fiction: Seeds and Plants
- Class 'growing diary' with photos

Literacy (phonics, reading, writing):

Phonics: Consolidate and deepen phonics: Phase 4/5 entry for ready pupils; continue Phase 3/4 consolidation. Maintain a daily review and apply it in writing and reading.

Reading: Reading to learn: use simple information texts about growth. Sequence events in stories (first/next/then) and practice retelling with props.

Maths (early number + cognition):

Number bonds and part-whole (within 5/10 as appropriate); measure length/height in plant growth; time concepts (days/weeks); sorting/classifying.

PSHE (Jigsaw):

Healthy Me – self-care, safety, bodies, medicines (where relevant), and regulation strategies; healthy choices.

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Develop narrative and shared attention: talk about changes noticed, ask questions, share experiences with photos.	Photo diaries; communication books; 'show and tell' with plants; requesting tools and help in gardening.	Pupils use communication to share information (not just request) – e.g., show, point, sign/choose to indicate what changed.
Early Reading & Writing	Write for purpose: labels, simple sentences, captions and shared class books about growth.	Plant labels, care checklists, shared writing, sentence builders, and matching words to photos.	Pupils contribute to a class information book; increased independence in selecting words/symbols.
My Thinking and Problem Solving	Understand sequences and causality: what plants need, caring routines, and problem-solving when things go wrong.	Planting, watering schedules; comparing healthy/unhealthy plants; fixing problems (too dry/too wet).	Pupils follow a care routine using a checklist; they can select an action to solve a simple problem (water, move to light).

My Independence	Food preparation and hygiene are linked to growing, safe tool use, and responsible jobs (plant monitor).	Washing hands, preparing simple salads/herbs, using child-safe tools, and cleaning up.	Pupils complete a food-prep participation step with increased independence; demonstrate safe routine around tools.
My Physical Well-being	Strength, coordination and fine motor through planting and outdoor work; posture and endurance.	Digging, scooping, carrying, wheelbarrows with support, and hand strengthening in soil play.	Pupils show improved endurance outdoors and increased purposeful grasp and release during fine-motor tasks.
My Play & Leisure	Imaginative play around gardens, shops, and insects; social interaction with shared props.	Garden centre role play; bug hotel play; puppet stories; group games outdoors.	Pupils engage in imaginative play with adult scaffolds; increased peer interaction is observed.
My Creativity	Nature-inspired art/music/drama; sensory storytelling of life cycles.	Leaf printing; clay insects; spring soundscapes; drama of life cycle changes.	Pupils create and share a 'growth' artwork or performance; they can indicate preferences and choices.
Outdoor School / The World About Me	Explore habitats and seasonal change; responsibility for the outdoor area; community links (garden centres).	Planting beds, forest school sessions, community garden visits, and observing minibeasts.	Pupils show increased curiosity and respect for living things; they can follow simple outdoor rules and routines.

Summer 1 – Animals & Habitats

Theme / Big experiences: Farm animals, pets, minibeasts and habitats; caring, empathy and responsibility

Suggested texts/story spine:

- Farmer Duck/farm stories
- Dear Zoo
- Superworm
- Non-fiction: Animal Habitats

- Class 'animal fact file' book

Literacy (phonics, reading, writing):

Phonics: Apply phonics to reading and writing more independently, where appropriate; Phase 5 expansion for ready pupils; continue consolidation for others. Introduce simple spelling strategies, handwriting, and fine-motor supports.

Reading: Develop comprehension: describe, compare, answer simple questions and retrieve information from pictures/captions. Use predictable texts to build fluency.

Maths (early number + cognition):

Simple data handling (tally favourite animals), positional language (in/on/under), money awareness in pet shop role play, problem solving in habitats.

PSHE (Jigsaw):

Relationships – families, friends, teamwork, safe touch and boundaries; communication of needs and consent.

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Use social communication: share interests, engage in peer interaction, use joint play scripts, and ask and answer simple questions.	Animal role play with scripts; 'guess the animal' using clues; requesting visits/animals; describing using core vocab (big/small/soft).	Pupils initiate communication with peers more often; can answer a simple question using AAC/sign/words.
Early Reading & Writing	Write for a purpose: animal labels, simple facts, captions and short descriptions with scaffolds.	Fact file templates; sentence starters; word banks; symbol-supported writing; shared writing.	Pupils contribute at least one 'fact' or caption to a class book; increased independence in selecting vocabulary.
My Thinking and Problem Solving	Classification and reasoning: habitats, needs of animals, 'same/different', simple inference.	Sorting animals by habitat/feature; building habitats; choosing the correct food/items; caring routines.	Pupils sort/classify with reduced prompts; can choose an item that meets an animal's need and explain/show why (supported).
My Independence	Community skills through visits: greeting, waiting, following rules, making choices; money exchange as appropriate.	Pet shop/farm visit routines; packing list; choosing and paying for an item with support; hand hygiene after animals.	Pupils follow a trip routine with fewer prompts; they demonstrate safe hygiene and waiting skills in the community.

My Physical Well-being	Outdoor movement and coordination; fine motor through habitat building and tool use.	Animal yoga, obstacle courses, ball skills, and construction and model making.	Pupils improve control and coordination; sustain activity for longer; evidence through PE/therapy notes.
My Play & Leisure	Co-operative play and games, including rule-based play with adult scaffolds.	Group games (parachute), role play (vet), board games adapted, and social stories for friendship.	Pupils play a shared game for longer with fewer breakdowns; improved 'repair' strategies with adult prompts.
My Creativity	Explore animal sounds, movement and texture through art/music/drama.	Percussion soundtracks; puppet theatre; clay animals; collage habitats; dance as animals.	Pupils perform or present a creative response; they can make and explain a choice about their work.
Outdoor School / The World About Me	Learn about habitats, responsible animal care, and environmental stewardship.	Minibeast hunts; bird feeders; bug hotels; farm visitor; habitat trails outdoors.	Pupils follow outdoor safety rules, show empathy/care for living things, and can match an animal to its habitat.

Summer 2 – Journeys & Outdoors

Theme / Big experiences: Journeys, travel, local community, outdoor adventure, transition and celebration

Suggested texts/story spine:

- We're Going on a Bear Hunt (or journey text)
- The Train Ride/transport stories
- Seaside sensory story
- Non-fiction: Maps and Transport
- End-of-year class memory book

Literacy (phonics, reading, writing):

Phonics: Consolidate phonics and reading; focus on fluency and functional literacy (signs, labels, simple instructions). Prepare transition reading routines for next placement.

Reading: Independent choice reading; re-reading favourites; simple book talk using visuals; reading in different places (outdoors, community).

Maths (early number + cognition):

Functional maths in community: counting money/objects, measures in cooking, reading timetables/visual schedules, direction and mapping language.

PSHE (Jigsaw):

Changing Me – transitions, growing up, change, body awareness and personal safety (highly personalised, parent partnership).

Half-term curriculum map (process-based, personalised):

Curriculum bucket	Core learning intentions	Example experiences/contexts	End points (evidence of progress)
Communication (My Communication)	Generalise communication skills across environments; practise asking for help, making choices, giving information on trips.	Role play travel situations; ordering in cafe; asking for the toilet; using 'I need' statements; sharing news photos.	Pupils communicate needs and choices in at least two different environments (school + community). Increased independence noted.
Early Reading & Writing	Functional literacy: reading signs, labels, simple instructions; writing lists/cards/messages with support.	Packing lists, labels for picnic items, simple postcards, reading safety signs, and map symbols.	Pupils recognise key community signs/symbols; can contribute to a functional written outcome (list, label, message).
My Thinking and Problem Solving	Planning and adapting: preparing for changes, problem-solving in unfamiliar situations, and transition readiness.	Packing and checking; 'what if' scenarios; route finding with photos; coping plans for change.	Pupils follow a plan/checklist with reduced support; can use a coping strategy when a routine changes.
My Independence	Independence in trips and transitions: toileting, dressing, eating out, safety routines, personal organisation.	Community outings; picnics; travel training steps (as appropriate); end-of-year transition routines.	Pupils demonstrate increased independence during off-site routines; the transition plan evidence is completed.
My Physical Well-being	Outdoor endurance, coordination and confidence; participation in sports day/adventure activities.	Nature trails, cycling/scooters, athletics fundamentals, climbing/adventure play, and swimming, where appropriate.	Pupils participate in a sustained outdoor session; improved stamina and confidence are evidenced.
My Play & Leisure	Leisure choices, hobbies and community participation; group celebration games.	Outdoor games, inclusive sports day, community play spaces, and choosing clubs/activities.	Pupils make and communicate leisure choices; participate positively in shared celebration events.

My Creativity	End-of-year showcase: art, music and performance celebrating journey and achievements.	Outdoor large-scale art; soundscapes; drama of journeys; memory book making.	Pupils contribute to a showcase (performance/exhibition) and can share a preferred achievement.
Outdoor School / The World About Me	Community and geography: local landmarks, maps, travel safety, and outdoor environmental care.	Route walks; park visits; beach theme; map trails; litter pick and stewardship.	Pupils recognise familiar landmarks/routes; demonstrate safe travel behaviours with adult support.

5. Assessment, evidence and endpoints

Assessment in the Semi-Formal pathway is continuous and evidence-rich. We use:

- EHCP outcomes and personalised short-term targets (termly review).
- EQUALS assessment tools where appropriate (e.g., MAPP) to map small steps and ensure breadth.
- Engagement and learning readiness measures (attention, persistence, initiation, exploration).
- Communication logs and AAC data (functions of communication, vocabulary growth, generalisation).
- Independence task analyses (prompt level charts) for key routines (dressing, toileting, eating).
- Therapy and wellbeing records (physio/OT/SLT programmes, regulation plans).
- Work samples and media evidence (photos/videos with intent and 'what changed' annotations).

Endpoints in this plan are written as observable outcomes. They are not 'age-related' expectations; they represent meaningful progress for each pupil when measured against their own baseline and with consideration of fluctuating medical, sensory and emotional needs.

6. ISS and Ofsted alignment summary

This long-term plan supports compliance and inspection readiness by demonstrating a broad, balanced and coherent curriculum that meets pupils' needs and prepares them for the next stage of education.

Independent School Standards (ISS) – key links

- Part 1: Quality of education provided – clear curriculum intent, implementation and impact; schemes of work; literacy/phonics and numeracy; assessment and progress.
- Part 2: Spiritual, moral, social and cultural development – PSHE (Jigsaw), relationships, community participation, respect and inclusion.
- Part 3: Welfare, health and safety – wellbeing, regulation, personal care routines, travel and outdoor safety, risk assessments for visits.

- Part 4: Suitability of staff – staff training needs are implicit (AAC, positive behaviour support, moving and handling, medical needs).
- Part 5: Premises – learning environments planned to enable sensory regulation, hygiene routines, outdoor learning and accessibility.
- Part 8: Leadership and management – curriculum is monitored, evaluated and improved; evidence and impact tracked; parental engagement in RSE/PSHE.

Ofsted (inspection focus) – how this plan evidences quality

- Intent: ambitious, SEND-first curriculum with a clear pathway model (pre-formal/informal/semi-formal/formal) and strong personal development offer.
- Implementation: systematic teaching of communication, reading/phonics and early maths, with consistent routines, skilled adults and high-quality interactions.
- Impact: pupils make meaningful progress from their starting points, build independence and communication, and are prepared for transition.
- Behaviour and attitudes: strong routines, co-regulation and trauma-informed practice support engagement and safe learning.
- Personal development: Jigsaw PSHE, community learning, outdoor school and creativity strengthen confidence, relationships and wellbeing.

Appendix A: Suggested evidence examples (semi-formal)

- Communication: video of requesting/commenting using AAC; vocabulary tracker; communication passport updates.
- Reading: decodable reading record; story retell using props; symbol-supported comprehension check.
- Maths: photo evidence of counting, matching, measure; pupil voice/preferences recorded.
- Independence: task analysis charts showing reduced prompts; personal care plan updates.
- Outdoor/Community: trip reports, risk assessments, photos showing engagement and skills generalisation.
- Wellbeing: regulation plan review notes; incident reduction trends; sensory diet engagement.

Formal Pathway

Long-Term Curriculum Plan (Whole Year)

Purpose and principles

This long-term plan outlines Imagine Wellbeing's Formal Pathway curriculum for the full academic year (six half terms). It provides a coherent spine of themes and "big experiences" to create meaningful context, while ensuring that learning remains personalised, adaptive and rooted in pupils' EHCP outcomes and starting points.

This plan is designed to meet:

- Independent School Standards (ISS) – Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management.
- Inspection expectations for independent schools – clear curriculum intent, implementation and impact; secure early reading; and robust safeguarding culture.
- A 'keep up, not catch up' approach for core foundations: phonics/reading, writing and mathematics.

Core curriculum resources (Formal Pathway)

- Twinkl Phonics (systematic synthetic phonics; decodable texts and interventions).
- Twinkl Reading (whole-class/guided reading; fluency and comprehension).
- Jane Considine (The Write Stuff) for sentence-level, paragraph-level and genre writing.
- White Rose Maths and White Rose Science (sequenced units, practical enquiry, vocabulary).
- Kapow Primary (Art and Design; Computing).
- Charanga (Music).
- Twinkl Move / Twinkl PE (skills progression, inclusive adaptations).
- Twinkl History and Twinkl Geography (knowledge organisers, enquiry questions, source work).
- Jigsaw PSHE (including RSE and statutory Relationships Education content).

How to use this plan

Each half term has a theme (for coherence), but pupils' learning journeys remain personalised and responsive. Teachers keep consistent routines and lesson structures, then vary stimuli, texts, practical experiences and outcomes. Where pupils are working below age-related expectations, objectives are adapted using pre-key stage standards, small-step progression, concrete resources and scaffolds, while maintaining ambiti

Long-Term Overview Table (Formal Pathway)

How to use this: the theme provides coherence and shared experiences, but learning is adapted through small steps, scaffolds and EHCP-linked targets. Maintain consistent routines (phonics daily; reading daily; maths daily; writing 3–4x weekly) and use retrieval and revisiting across the year.

Curriculum strands (Formal)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school theme / big experiences	Belonging & Being Me (routines, relationships, settling)	Celebrations & Light (Diwali/Bonfire/Christmas ; community)	Weather, Water & Wonder (winter to spring enquiry)	Growing & Changing (plants, habitats, life cycles)	People, Places & Stories (local area; community; heritage)	Journeys & Outdoors (transition, adventure, reflection)
Phonics (Twinkl Phonics)	Baseline; review GPCs; set groups; daily SSP routines; decodables matched	Phase/level progression; blending/segmenting fluency; tricky words for cohort	Consolidate + apply in reading/writing; dictation; intervention cycles	Progress + accuracy; spelling patterns; automaticity; reading rate	Apply across subjects; morphology/etymology (where appropriate)	Consolidate, transition pack, summer reading challenge
Reading (Twinkl Reading)	Reading for pleasure; book talk; prediction; vocabulary; adult modelling	Fluency + prosody; retrieval; simple inference; compare texts	Non-fiction focus; explanation texts; summarising; questioning	Deeper inference; author intent; text structure; research reading	Linked to history/geography units; evaluate sources; debates	Sustained reading, reflection, and reading response projects
Writing (Jane Considine)	Sentence stacking; recount; simple narratives; handwriting focus	Narratives + character; letters/cards; descriptive writing	Non-fiction: instructions, explanations; poetry (weather)	Reports; diaries; persuasive posters; edit for impact	Historical/Geog outcomes: explanations, comparisons; speeches	Independent writes, portfolios, publishes, and presents
Mathematics (White Rose Maths)	Place value + number sense; addition/subtraction foundations; geometry basics	Add/sub fluency; measures; money/time intro; reasoning prompts	Multiplication/division foundations; fractions intro; data handling	Fractions; measures; geometry; problem solving sequences	Decimals (as appropriate); measures; statistics; rich tasks	Consolidation ; investigations ; application projects

Science (White Rose Science)	Animals, including humans; seasonal changes; materials	Light; electricity (as appropriate); forces basics	Rocks/soils; states of matter; working scientifically	Plants; habitats; lifecycles	Sound; magnets; environment & sustainability	Review + enquiry project; fieldwork and presentation
History (Twinkl History)	Changes within living memory (toys/technology/school)	Significant events/people (Bonfire Night; local heroes)	Ancient civilisations overview (Egyptians/Romans – adapted)	Local history study (buildings, landmarks, archives)	Britain beyond living memory (e.g., Stone Age to Iron Age – adapted)	History skills: timelines + museum project
Geography (Twinkl Geography)	Our school and local area, maps and routes	UK nations/capitals; weather patterns	Hot and cold places; climate comparisons	Rainforests and sustainability (adapted)	Rivers/coasts or settlements (context-led)	Fieldwork + journeys: routes, transport, environments
Art & Design (Kapow)	Drawing + mark making; self-portraits; colour mixing	3D/sculpture; celebration art; textiles	Printing; collage; weather-inspired art	Nature art, clay, and observational drawing	Artist study + mixed media; community display	Large-scale collaborative piece; exhibition
Computing (Kapow)	Online safety; using devices; digital art basics	Coding basics: data and information (simple)	Creating media: audio/video; presentations	Data handling, spreadsheets, and simple models	Programming + debugging; control technology (as available)	Digital portfolios; end-of-year project
Music (Charanga)	Pulse, rhythm, call and response; class routines	Seasonal songs; performance; tuned/untuned instruments	Composition: soundscapes (weather); notation basics	Ensemble skills; listening and appraising; music from other cultures	Songwriting; performance confidence; recording	Showcase concert; reflection and transition
PE (Twinkl PE / Twinkl Move)	Fundamental movement; balance; coordination; safety routines	Dance and games; teamwork; agility	Gymnastics; indoor athletics; stamina	Invasion games; striking/fielding; outdoor learning	Athletics; orienteering; healthy lifestyle	Sports day; personal bests; transition walks
PSHE (Jigsaw) + RSE	Being Me in My World (belonging, routines, safety)	Celebrating Difference (respect, anti-bullying)	Dreams & Goals (motivation, resilience)	Healthy Me (physical/mental health; safety)	Relationships (families, friendships, boundaries)	Changing Me (transitions; body changes - tailored)

End points sit within each half-term section, plus a year-end summary below.

Autumn 1

Theme: Belonging & Being Me

Big question/enquiry: How do we build a safe, successful learning community?

Core experiences and enrichment

- Transition and settling programme; baseline assessments; relationship building.
- Local walk of the school grounds; map-making of familiar routes.
- 'All About Me' showcase for families (photos, artefacts, class book).

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Baseline Twinkl Phonics stage; group pupils; daily revisit-review-teach-practise-apply sequence. Focus on oral blending/segmenting and accurate GPC recall at stage.	Small group SSP; additional 'keep up' practice; visual supports; multi-sensory grapheme work; precision teaching for any gaps.
Reading (Twinkl Reading)	Daily reading: decodable matched to SSP stage + teacher read-aloud. Comprehension: literal retrieval, sequencing, vocabulary for feelings/relationships.	Pre-teach vocabulary; visuals and story maps; assisted reading; partner reading; chunk text; use of audio support where appropriate.
Writing (Jane Considine)	Jane Considine: recounts (My first weeks), simple narratives, sentence stacking and handwriting routines. Vocabulary: feelings, routines, belonging.	Sentence stems; word banks; talk for writing; alternative recording (dictation, scribing, clicker/typing); fine motor supports.
Mathematics (White Rose)	White Rose Maths: place value and number sense; addition/subtraction foundations; shape (2D/3D) and patterns.	Concrete–pictorial–abstract; manipulatives; pre-teach concepts; small-step objectives; reduced cognitive load; task scaffolds.
Science (White Rose)	White Rose Science: animals including humans; keeping healthy; senses; seasonal changes (early autumn).	Hands-on enquiry; sensory safe alternatives; use of real objects; short tasks with clear roles; visual recording templates.
History (Twinkl)	Twinkl History: changes within living memory – 'school then and now' or 'toys and games'.	Use artefacts/photos; simple timelines; repeated retrieval; role play; language supported.

Geography (Twinkl)	Twinkl Geography: our school and local area; simple maps; human and physical features.	Walk-and-talk fieldwork; symbol maps; large-scale maps; pre-teach positional language.
Art & Design (Kapow)	Kapow Art: drawing and mark-making; self-portraits; colour mixing; sketchbook routines.	Adaptive tools; tactile media; step-by-step modelling; choice-based outcomes.
Computing (Kapow)	Kapow Computing: online safety basics; logging in; simple digital art; saving work.	Adult modelling; task cards; accessibility settings; switch/alternative input if needed.
Music (Charanga)	Charanga: pulse and rhythm; call-and-response; classroom routines; simple performance.	Sensory adaptations, simplified parts, confidence-building, and movement alternatives.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: fundamental movement skills; balance; coordination; class safety routines.	Adapted equipment, low-arousal warm-ups, inclusive participation targets, and physio links.
PSHE (Jigsaw)	Jigsaw: Being Me in My World – belonging, rules, rights, responsibilities, feelings.	Emotion visuals; role-play scripts; calm spaces; regulation plans; restorative language.
RSE (Jigsaw RSE)	Jigsaw RSE link: families, trusted adults, help-seeking, personal boundaries (age-appropriate).	Safeguarding-led approach; use correct language; personalise to need; SEND-friendly resources.

Key vocabulary (tiered; adapt to cohort)

belonging, community, routine, rule, responsibility, safe, trust, map, route, feature, similar, different

Half-term end points (expected outcomes)

- Pupils demonstrate improved readiness to learn through established routines and relationships.
- Pupils read decodable text at their stage with increasing accuracy and begin to self-correct.
- Pupils write sentences/recounts with support, using taught structures and correct formation expectations for their stage.
- Pupils show a secure understanding of numbers at their level and can represent them using manipulatives and drawings.
- Pupils participate in simple scientific enquiry about senses/health and can describe observations using key vocabulary.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Autumn 2

Theme: Celebrations & Light

Big question/enquiry: How do celebrations bring communities together, and what is light?

Core experiences and enrichment

- Seasonal events (Diwali/Bonfire/Christmas) with respectful learning and community links.
- Visit/visitor: local place of worship or community group (as appropriate).
- Performance/share event: songs/poetry/reading for families.

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Progress through Twinkl Phonics stage/levels; increase blending fluency; daily dictation aligned to taught GPCs; tricky words for the cohort.	Extra practise for any pupils not secure; targeted blending intervention; multisensory grapheme recall; precision teaching for tricky words.
Reading (Twinkl Reading)	Twinkl Reading: stories and non-fiction about light/celebrations. Focus on fluency, retrieval, vocabulary, and simple inference (feelings/motives).	Text chunking; dual coding; guided questions; scaffolded inference prompts; alternative response modes.
Writing (Jane Considine)	Jane Considine: narratives (winter stories), letters/cards/invitations, descriptive settings. Introduce paragraphing where appropriate.	Shared writing; sentence frames; vocabulary mats; word collecting; assistive tech for transcription barriers.
Mathematics (White Rose)	White Rose Maths: addition/subtraction fluency; measures (length/mass); time/money intro where appropriate.	Manipulatives; number lines; structured rehearsal; real-life contexts and role play shop/cafe.
Science (White Rose)	White Rose Science: light and shadows (adapt as needed); materials and properties; safety (sun/light sources).	Concrete investigations; torch/shadow play; recording via photos; support prediction language using stems.
History (Twinkl)	Twinkl History: significant events/people – Bonfire Night, remembrance, or local significant person (adapted).	Simple source work; timelines; artefacts; repeated retrieval and vocabulary rehearsal.
Geography (Twinkl)	Twinkl Geography: UK nations/capitals; seasonal weather patterns; compare places.	Map puzzles; large maps; repetition; vocabulary mats; short tasks with clear success criteria.

Art & Design (Kapow)	Kapow Art: 3D/sculpture; celebration art; printing patterns; textiles (as appropriate).	Adaptive scissors/tools; sensory safe materials; choice and personal expression; model-making steps.
Computing (Kapow)	Kapow Computing: coding basics; sequencing; creating simple programs; online safety revisit.	Unplugged coding; paired work; small-step goals; visual algorithms; adult prompting.
Music (Charanga)	Charanga: seasonal songs; tuned/untuned instruments; performance routines.	Reduce noise sensitivity; alternative instruments; ear defenders; predictable structure.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: dance + games; teamwork; agility and coordination.	Low-arousal options; adapted rules; cooperative games; clear visual rules.
PSHE (Jigsaw)	Jigsaw: Celebrating Difference – respect, anti-bullying, kindness, inclusion.	Explicit teaching of language, social stories, restorative scripts, and supported peer interaction.
RSE (Jigsaw RSE)	Jigsaw RSE link: respectful relationships, consent language, safe touch (age-appropriate).	Safeguarding-led; SEND-friendly resources; personalised boundaries teaching.

Key vocabulary (tiered; adapt to cohort)

celebrate, culture, tradition, light, shadow, reflect, respect, difference, inclusion, capital, nation

Half-term end points (expected outcomes)

- Pupils demonstrate improved fluency in decoding at their stage and increased confidence to read aloud.
- Pupils write for a real purpose (cards/letters/invitations) using taught sentence structures.
- Pupils use addition/subtraction strategies at their level and explain their thinking with support.
- Pupils investigate light/shadows safely and communicate findings using simple scientific language.
- Pupils show respectful understanding of celebrations and can articulate kindness and inclusion expectations.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Spring 1

Theme: Weather, Water & Wonder

Big question/enquiry: How does the weather affect us, and how can we investigate water?

Core experiences and enrichment

- Weekly weather observations and simple data collection (rain gauge/thermometer).
- Local walk: puddles/streams/ponds (risk assessed) + photography for enquiry books.
- Practical STEM afternoon: floating/sinking; materials; simple measuring.

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Consolidate phonics stage; focus on automaticity; increase dictation and spelling application; introduce morphology/spelling patterns where appropriate.	Daily keep-up sessions; blending drills; accessible dictation; fine motor alternatives for recording.
Reading (Twinkl Reading)	Twinkl Reading: non-fiction about weather/water; explanation texts; poetry. Focus on summarising, vocabulary, and questioning.	Graphic organisers; guided summary frames; oral rehearsal; vocabulary pre-teach with real objects/experiences.
Writing (Jane Considine)	Jane Considine: instructions (experiments), explanations (water cycle simplified), weather poems. Focus on sentence variety and punctuation at this stage.	Shared model texts; sentence openers; word banks; scribing/assistive tech; short, high-success tasks.
Mathematics (White Rose)	White Rose Maths: multiplication/division foundations; fractions intro (halves/quarters); data handling (charts/tables).	Concrete resources; pictorial models; repeated rehearsal; reduced data sets; real-life contexts.
Science (White Rose)	White Rose Science: states of matter/water; working scientifically; materials and change (as appropriate to year group).	Hands-on investigations; safe sensory alternatives; photo evidence; scaffold prediction and conclusion.
History (Twinkl)	Twinkl History: ancient civilisation overview (adapt) or 'people who help us' in bad weather (local history link).	Use story-based history; artefacts/images; timelines; repeated retrieval.

Geography (Twinkl)	Twinkl Geography: hot and cold places; climate comparisons; weather patterns.	Map-based visuals; compare using simple tables; concrete examples (clothing, housing).
Art & Design (Kapow)	Kapow Art: printing/collage; weather-inspired art; texture exploration.	Tactile options, adaptive tools, reduce mess sensory triggers, and choice boards.
Computing (Kapow)	Kapow Computing: creating media (audio/video), presentations, and digital posters for safety messages.	Templates; adult modelling; speech-to-text; chunked steps; accessibility settings.
Music (Charanga)	Charanga: composition (soundscapes); listening and appraising; basic notation symbols.	Simplified parts, use of technology, low sensory load, predictable routines.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: gymnastics; indoor athletics; stamina building.	Stations with clear visuals, adapted apparatus, physio-informed targets, and rest breaks.
PSHE (Jigsaw)	Jigsaw: Dreams & Goals – motivation, resilience, working together, celebrating effort.	Small achievable goals; reward effort; reflective prompts; co-regulation strategies.
RSE (Jigsaw RSE)	Jigsaw RSE link: online safety and help-seeking; recognising unsafe situations.	Scenario-based learning, clear reporting routes, and safeguarding messages.

Key vocabulary (tiered; adapt to cohort)

weather, temperature, rainfall, observe, predict, measure, float, sink, solid, liquid, gas, climate

Half-term end points (expected outcomes)

- Pupils apply phonics to spelling and independent reading at their stage with improved automaticity.
- Pupils write clear instructions/explanations with support and appropriate features for the genre.
- Pupils represent and interpret simple data (charts/tables) and use maths vocabulary accurately at their level.
- Pupils carry out a water-based enquiry and explain what happened using scientific vocabulary.
- Pupils set and work towards a personal goal and reflect on effort and perseverance.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Spring 2

Theme: Growing & Changing

Big question/enquiry: How do living things grow and change over time?

Core experiences and enrichment

- Planting project: seeds to plants; weekly photo diary and measurements.
- Visit/visitor: garden centre, allotment, or local farm (lambs/chicks if possible).
- Nature week: minibeast hunt; habitats around school; conservation actions.

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Progress and consolidate phonics stage; introduce spelling rules/patterns aligned to cohort; increase independent application in writing.	Intervention cycles, targeted spelling support, multi-sensory spelling, and reducing cognitive load in longer tasks.
Reading (Twinkl Reading)	Twinkl Reading: stories and information texts about plants/animals; compare texts; develop inference.	Visual supports; explicit vocabulary teaching; supported inference stems; oral responses.
Writing (Jane Considine)	Jane Considine: reports (plants/minibeasts), diary entries, persuasive posters (protect habitats).	Genre checklists; sentence stems; scaffolded planning grids; alternatives for recording.
Mathematics (White Rose)	White Rose Maths: fractions; measures (length, mass, capacity); geometry (angles/position); problem solving.	Manipulatives; real measurement tasks; step-by-step problem-solving routines; visuals.
Science (White Rose)	White Rose Science: plants; habitats; lifecycles; working scientifically (observing over time).	Concrete observation; safe handling; photo evidence; simple tables; explicit vocabulary rehearsal.
History (Twinkl)	Twinkl History: local history study – how our area changed (old photos/maps) OR significant historical gardens/parks.	Simple chronology; compare then/now; use of photos; talk-heavy lessons with structured prompts.
Geography (Twinkl)	Twinkl Geography: rainforests/sustainability (adapted) OR local rivers and habitats; human impact.	Fieldwork; simple cause/effect charts; vocabulary mats; connect to school eco-actions.

Art & Design (Kapow)	Kapow Art: nature art; clay; observational drawing; sculpture from natural materials.	Adaptive tools; sensory safe options; choice-based outcomes; modelled techniques.
Computing (Kapow)	Kapow Computing: data handling, simple spreadsheets, collecting and presenting plant growth data.	Templates; adult support; accessibility; small data sets; shared devices as needed.
Music (Charanga)	Charanga: ensemble skills; listening; music from different cultures.	Simplified parts; confidence roles; structured turn-taking.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: invasion games / striking and fielding (adapt as needed); outdoor learning.	Simplified rules; inclusive roles; adapted equipment; focus on teamwork and safety.
PSHE (Jigsaw)	Jigsaw: Healthy Me – body care, safety, sleep, hygiene, healthy choices and mental wellbeing.	Personalised health plans; regulation strategies; practical routines; clear visuals.
RSE (Jigsaw RSE)	Jigsaw RSE link: keeping safe; medicines; healthy boundaries; trusted adults.	Safeguarding messages; SEND-friendly scripts; repetition and rehearsal.

Key vocabulary (tiered; adapt to cohort)

growth, change, life cycle, habitat, minibeast, seed, germinate, measure, record, protect, choice

Half-term end points (expected outcomes)

- Pupils explain, at their level, what plants need to grow and can describe changes over time.
- Pupils produce a report/diary piece with appropriate features (supported as required).
- Pupils use measures and fractions at their stage within practical contexts.
- Pupils present simple data about growth and describe patterns (supported).
- Pupils can articulate simple healthy choices and demonstrate use of at least one regulation strategy.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Summer 1

Theme: People, Places & Stories

Big question/enquiry: What can we learn about people and places from stories, maps and history?

Core experiences and enrichment

- Local community study: shops/services, visitors, and community helpers.
- Trip: museum/library/local landmark; create a 'local area' guide.
- Community project: kindness or eco-action campaign with pupil voice.

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Apply phonics confidently across curriculum; focus on spelling accuracy and fluency; prepare transition targets.	Targeted intervention for any remaining gaps; increased independent reading and writing opportunities.
Reading (Twinkl Reading)	Twinkl Reading: linked to history/geography; evaluate information; compare sources; build vocabulary and background knowledge.	Supported research tasks; guided questions; dual-coded knowledge organisers; spoken summaries.
Writing (Jane Considine)	Jane Considine: explanations and comparisons; speeches; recounts of visits; poetry.	Planning scaffolds; rehearsal; sentence stems; scribing/assistive tech; publish outcomes.
Mathematics (White Rose)	White Rose Maths: decimals (as appropriate); measures; statistics; reasoning and rich tasks.	Concrete supports; real-life contexts; scaffolded reasoning prompts; targeted fluency practise.
Science (White Rose)	White Rose Science: sound/magnets/environment (choose age-appropriate units); enquiry and reporting.	Hands-on tasks; visual recording; structured enquiry frames; vocabulary mats.
History (Twinkl)	Twinkl History: Britain beyond living memory (e.g., Stone Age to Iron Age adapted) OR 'history of our town'.	Artefacts; timeline; repeated retrieval; drama; accessible texts.
Geography (Twinkl)	Twinkl Geography: settlements/land use; map skills; fieldwork in local area.	Photo trails, simple surveys, symbol maps, and adult-supported fieldwork recording.

Art & Design (Kapow)	Kapow Art: artist study; mixed media; community display project.	Choice boards; adaptive tools; step-by-step technique modelling.
Computing (Kapow)	Kapow Computing: programming and debugging; control technology, if available; online safety revisit.	Unplugged alternatives; small-step programs; paired debugging; visual algorithms.
Music (Charanga)	Charanga: songwriting; performance; recording and evaluating.	Simplified roles; reduced sensory load; confidence-building rehearsal.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: athletics/orienteering; healthy lifestyle; teamwork and leadership.	Personal best focus; adapted distances; visual routes; inclusive roles.
PSHE (Jigsaw)	Jigsaw: Relationships – families, friendships, conflict resolution, safe/unsafe secrets, help-seeking.	Social stories, scripts, restorative circles, and explicit boundaries teaching.
RSE (Jigsaw RSE)	Jigsaw RSE link: online relationships, safe communication, consent, and respect.	Safeguarding-led scenarios, clear reporting routes, repetition, and rehearsal.

Key vocabulary (tiered; adapt to cohort)

community, service, landmark, source, evidence, map, settlement, compare, evaluate, respect, relationship

Half-term end points (expected outcomes)

- Pupils read and write confidently within topic contexts, using subject vocabulary at their level.
- Pupils create a written/oral outcome linked to community learning (guide/recount/speech).
- Pupils solve maths problems in real contexts (money, measures, data) appropriate to the stage.
- Pupils demonstrate improved relationship skills (turn-taking, conflict strategies, help-seeking).
- Pupils can use simple maps and describe key features of their local area.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Summer 2

Theme: Journeys & Outdoors

Big question/enquiry: How do we navigate journeys and prepare for change?

Core experiences and enrichment

- Transition programme: new class routines, visits, social stories and timetable practice.
- Outdoor learning: journeys, routes, orienteering, nature study; end-of-year reflection.
- Celebration: showcase event of best work, performances and portfolios.

Curriculum overview (by subject)

Area	Core content (resources and sequence)	Adaptations/access
Phonics (Twinkl Phonics)	Consolidate and generalise phonics/reading; summer reading plan; review gaps and set next-step targets.	Personalised transition reading packs; targeted keep-up sessions; reading for pleasure incentives.
Reading (Twinkl Reading)	Twinkl Reading: sustained reading and reflection; compare texts; book reviews and recommendations.	Support sustained attention; audio support; book talk structures; alternative formats.
Writing (Jane Considine)	Jane Considine: independent writer; reflection pieces; instructions for routes; publish portfolios.	Editing with checklists; scribing as needed; presentation supports; scaffold independence gradually.
Mathematics (White Rose)	White Rose Maths: consolidation and investigations; application projects; transition checks.	Reduce cognitive load; retrieval practice; concrete supports; real-life projects.
Science (White Rose)	White Rose Science: enquiry project and fieldwork; sustainability focus; communicate findings.	Practical focus; photo evidence; scaffolded write-ups; oral presentations.
History (Twinkl)	Twinkl History: museum project/timeline review; 'what we learned this year'.	Knowledge organisers; retrieval games; timeline displays; pupil voice.
Geography (Twinkl)	Twinkl Geography: journeys and routes; transport; fieldwork and map skills.	Route maps; social stories; practice in community; adult-supported recording.
Art & Design (Kapow)	Kapow Art: collaborative piece; exhibition; evaluation and reflection.	Choice and inclusion; sensory-safe alternatives; celebrate the process and effort.
Computing (Kapow)	Kapow Computing: digital portfolios; presentations; safe online behaviours recap.	Templates; adult support; accessible formats; assistive tech.

Music (Charanga)	Charanga: end-of-year concert; reflection and evaluation.	Graduated rehearsal; roles for all; sensory supports.
PE (Twinkl PE / Twinkl Move)	Twinkl PE: sports day; personal bests; transition walks; outdoor circuits.	Inclusive participation; adapted equipment; celebrate effort; safe pacing.
PSHE (Jigsaw)	Jigsaw: Changing Me – transitions, body changes (tailored), moving on and coping strategies.	Highly personalised; safeguarding-led; parent partnership; SEND-friendly materials.
RSE (Jigsaw RSE)	Jigsaw RSE link: transition, privacy, public/private, help-seeking.	Explicit language, repetition, and individual plans as needed.

Key vocabulary (tiered; adapt to cohort)

journey, route, direction, transition, reflect, portfolio, achievement, goal, independence, privacy, public, private

Half-term end points (expected outcomes)

- Pupils demonstrate increased independence for transition routines and new expectations.
- Pupils complete an end-of-year portfolio showing progress in reading, writing and wider curriculum.
- Pupils apply maths and science skills within a practical enquiry or project.
- Pupils can identify trusted adults and strategies for coping with change.
- Pupils participate in outdoor learning safely and confidently, with improved physical competence.

Assessment and evidence (typical)

- Twinkl/White Rose unit checks (as appropriate), teacher observation and questioning.
- Work samples in writing portfolio (cold task / hot task where used).
- Reading records: decodable book progress; fluency notes; comprehension responses.
- Photographic/video evidence for practical science, PE, computing and enrichment.
- PSHE reflection evidence (pupil voice, regulation strategies used, class charter outcomes).

Year-end curriculum endpoints (Formal Pathway)

These end points describe what pupils should know and be able to do by the end of the year, recognising that progression is individual. Staff evidence progress through work samples, observations, assessment checks, and triangulation with EHCP outcomes and pre-key stage standards (where relevant).

Phonics and early reading

- Pupils read decodable books matched to their phonics stage with increasing accuracy and automaticity.
- Pupils use blending/segmenting to support spelling and writing at their stage.
- Where appropriate, pupils recognise and apply a growing bank of common exception/tricky words.

Reading (comprehension and pleasure)

- Pupils sustain attention to texts, talk about stories/information texts, and answer questions with increasing independence.
- Pupils demonstrate developing fluency (pace, accuracy, prosody) and use strategies to decode unfamiliar words.
- Pupils engage with a range of texts and show a positive reading identity (preferences, recommendations, re-reading favourites).

Writing (Jane Considine approach)

- Pupils write for different purposes (narrative, recount, instruction, explanation, persuasion) with appropriate structure at their stage.
- Pupils apply taught sentence structures, spelling patterns and punctuation expectations appropriate to their ability.
- Pupils edit/improve work with support, using feedback to strengthen clarity, vocabulary and cohesion.

Mathematics (White Rose)

- Pupils show secure number sense at their level, including place value understanding and efficient calculation strategies.
- Pupils solve practical problems using measures, time, money, shape and data appropriate to their stage.
- Pupils explain thinking using mathematical language, representations and reasoning prompts (supported as required).

Science (White Rose)

- Pupils carry out simple enquiries (observe, compare, test, record) and use scientific vocabulary increasingly accurately.
- Pupils understand key concepts taught across the year (e.g., living things, materials, light/sound, plants, habitats) at their stage.
- Pupils can link science learning to real-life contexts (health, environment, safety, sustainability).

Wider curriculum (foundation subjects)

- Pupils gain coherent knowledge of taught history and geography topics and can place learning on simple timelines and maps.
- Pupils create and evaluate work in art, music and computing, developing technique, creativity and safe digital behaviours.
- Pupils participate in PE with improved movement skills, confidence, teamwork and understanding of healthy lifestyles.

Personal Development (Jigsaw PSHE/RSE)

- Pupils demonstrate increasing self-awareness, emotional literacy and strategies for regulation.
- Pupils show respect for difference, understand safe relationships and know how to seek help.
- Pupils are prepared for transitions and change through explicit teaching and supportive routines.

Independent School Standards and inspection alignment (summary)

This long-term plan supports compliance and readiness by showing a planned, sequenced curriculum that is ambitious, inclusive and measurable. Leaders ensure that planning translates into high-quality teaching and evidence of impact.

- Quality of education: sequenced knowledge and skills; clear end points; protected time for revisiting and addressing gaps; strong foundations in reading and maths.
- Behaviour and attitudes: predictable routines; explicitly taught expectations; inclusive participation; restorative approaches and regulation support.
- Personal development: Jigsaw PSHE/RSE coverage; enrichment and community links; cultural capital experiences; preparation for transitions.
- Leadership and management: curriculum oversight, monitoring and evaluation; staff training on core programmes; assessment cycles and moderation; safeguarding culture embedded.
- Safeguarding: RSE taught in a safeguarding context; safe online behaviours; clear help-seeking and reporting routes; appropriate risk assessment for visits and outdoor learning.