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| **SUBJECT / CURRICULUM AREA**  **English** | **Maple pathway**    Engagement Steps | | | | |
| **Curriculum cycle –** Year 1 (2024-2025)  Grasshopper Class KS1  Rose Class KS2  Squirrel Class KS3 | **5 areas of the Engagement Model:**  Pupils in the maple pathway are working on the Engagement Model, this is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.  They use the 5 areas of the Engagement Model to assess their level of engagements. The 5 key areas for observations are: Exploration, Realisation, Anticipation, Persistence and Initiation. The 5 key areas allow teachers to assess pupil’s engagement in gaining skills and understanding of concepts within the curriculum. Pupils must fully engage to reach their potential. These are not hierarchal however once a pupil is consistently showing high levels of engagement in all 5 areas and is working above a step 6 on engagement steps Bsquared then we would look to move the pupil off the engagement model. The engagement model does not replace any assessment system and at Green Lane we implement the 5 key areas through observations on Evidence For Learning but use Bsquared as the method for assessment. All pupils in the maple pathway will have an engagement profile, engagement observations and use engagement steps as their assessment system. The Engagement Model does not provide the curriculum for pupils who are not engaged in subject specific study. At Green Lane, pupils will still access an adapted version of the curriculum through topics. | | | | |
| **Engagement steps (Step 1-6)**  **-Communication**  **-Functional Movement**  **-Making Connections**  **-Self and emotions**  **-Sensory** | **Exploration**  -Can a pupil build on their initial reaction to a new stimulus or activity?  -Which stimulus or activity interest the pupils to investigate further? | **Realisation**  -How does the pupil interact with the stimulus?  -Pupils will show behaviours that they want more control of the stimuli   * Can pupils use new skills in different contexts and environments? | **Anticipation**   * How much do pupils predict? * Can pupils interpret cues that an activity is about to start/finish? * Does the pupil have an understanding of cause and effect? | **Persistence**   * Can pupils sustain their attention on a stimuli? * Do pupils show a determined effort to interact with a stimuli/activity? | **Initiation**   * How much and the different ways that a pupil investigates an activity/stimulus to bring about a desired outcome? |
| **Grasshopper** | **Autumn:**  **My Face & People we know** | | **Spring:**  **Weather & In the garden** | | **Summer:**  **The Seaside & The Farm** |

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|  | All About Me  Explanation Texts | | People Who Help Us  Fairy Tales | | | Weather and Seasons  Shape Poems | In the Garden  Adventure Stories | | | | The Seaside  Recounts | | The Farm  Adventure  Stories |
| English | Ongoing English skills- fine motor skills, intensive interaction sessions, SALT targets, reading skills and phonics lessons. | | | | | | | | | | | | |
| Key Learning  (ES2-ES3) | To encounter activities and experiences.  (Faces/Mr potato head games)  To show simple reflex responses. (Using paint/playdoh)  To begin to attend to people (faces/photos)  To begin to respond to people (faces/photos)  To give reactions to the facial expressions of a familiar person during intensive interactive experiences  To show awareness of others  To show awareness of familiar faces/ people  To show enjoyment of vocal play  To watch faces  To acknowledge motion-based / auditory/ tactile/ visual pleasure  To show recognition of a familiar person  To perform actions, by trial and improvement. | To encounter activities and experiences (role play)  To look for familiar people (Explore photos of key people e.g. in school and at home)  To recognise own name (or photo)  To communicate with a member of staff.  To initiate communication by eye contact  To respond to different environmental sounds appropriately (emergency vehicle sounds)  To track objects/stimuli until they are out of range  To communicate with a member of staff. | | | To acknowledge motion-based / auditory/ tactile/ visual pleasure (weather)  To engage with a range of senses that represent the weather e.g. ice and water to respond to touching the stimulus  To react to physical touch (e.g. massage/ physiotherapy)/ so react to unknown, sudden noise  To show pleasure (sensory weather)  To react to new activities and experiences  To begin to respond consistently to people, events or objects.  To cooperate with shared exploration and supported participation.  To anticipate a familiar routine (good morning/weather song)  To pat a picture in a book when asked to find the … (sun, umbrella).  To track objects/stimuli until they are out of range  To respond to different environmental sounds appropriately  To explore different environments e.g. inside and outside, become familiar with weathers and seasons  To explore materials e.g. scarf/ umbrellas/sunglasses | | | To show awareness of tools and environments  To show awareness of books and engage with books  To encounter activities and experiences (role play)  To react to new activities and experiences  To begin to respond consistently to people, events or objects.  To explore materials e.g. soil, leaves  To respond to different environmental sounds appropriately (Wind, leaves crunching, birds tweeting) | | To show pleasure  To show an awareness of the sensory stimulus/environment  To handle tools and objects  To react to physical touch  To explore a desired object with their hand/ mouth for up to 10 seconds when provided with a variety of objects    To express eagerness – vocally/ physically when presented with a familiar person    To indicate a preference for a specific texture  (sand and water)  To respond to different environmental sounds appropriately (sea/waves, seagulls)  To observe and recognise pictures/photographs – seaside  To listen to seaside songs  To look at seaside pictures and stories | | To engage in coactive exploration proactively with support    To hold their head steady when looking at a familiar person    To imitate sounds in their own manner when interacting with a familiar member of staff    To initiate communication with a familiar member of staff    To initiate vocal play  (animal noises)  To respond to different environmental sounds appropriately (animal sounds, animal songs e.g. e-i-e-i-o)  To observe and recognise pictures, photographs and videos- farm  To explore environmental sounds e.g. hay rustling.  To respond to sensory stimulus/ different environments- farm. | |
| Key Vocab | Touch, listen, look, smell, share, like, dislike, match, take turns, go, stop, find, pour, hold | | | | | | | | | | | | |
| Resources: | Videos  Photographs  Mirrors  Songs  Stories  Explanation texts | | | Fairytales  Roleplay resources  Emergency vehicle sounds  Emergency vehicle pictures | Weather songs  Weather stories  Weather themed sensory trays  Weather pictures/symbols | | | | Garden stories  Garden songs  Minibeasts  Bird chirping sounds  Talking tins  Environmental sounds games/bingo | Seaside stories  Seaside pictures  Seaside postcards  Seaside photos  Seaside themed sensory trays  Sea animals | | Farm themed sensory trays.  Farm stories (what the ladybird heard)  Talking tins  Animals  Farm pictures  Animal pictures | |
| Suggested texts | Photographs/ photograph class floor books | | | Three little pigs, Goldilocks and the three bears | Lost and Found  Snail and the whale | | | | The Gruffalo | Postcards | | What the ladybird heard | |
| Trips and Visits | Our houses | | | Police, Fire, Ambulance, vets |  | | | | Walton Gardens  Woolston Park | The Seaside | | The Farm (CAFT) | |

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| **Rose** | **Autumn:**  **All about me & Into the woods** | **Spring:**  **Friends and Family & Plants** | **Summer:**  **Our Town & The Park** |

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|  | Communication  Instructions | Stories by the same Author | | | | People Who Help Us  Information Texts | Traditional Tales | | | | Poetry  Nursery Rhymes/Songs | | | Outside Adventure Stories |
| English | Ongoing English skills- fine motor skills, intensive interaction sessions, SALT targets, reading skills and phonics lessons. | | | | | | | | | | | | | |
| Key Learning  (ES4-ES5) | To engage with photographs    To continue to develop an awareness of object permanence.    To remember learned responses and may anticipate known events.    To associate words they hear to objects.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | | To engage with items for extended periods of time (sticks)   To remember learned responses over more extended periods.    To observe the results of their own actions with interest.    To begin to develop an awareness of object permanence.     To begin to respond to options and choices.    To gain an adult’s attention through intentional actions or activities.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | | To encounter activities and experiences (role play)  To engage with items e.g. role play / talking tins/ emergency vehicles  To look for familiar people (Explore photos of key people e.g. in school and at home)  To recognise own name (or photo)  To communicate with a member of staff.  To initiate communication by eye contact  To respond to different environmental sounds appropriately (emergency vehicle sounds)  To track objects/stimuli until they are out of range  To communicate with a member of staff.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words | | | To engage with items e.g. resources for traditional tales/role play  To explore items in more complex ways   To identify letters and symbols    To nod to agree    To repeat a known phrase     To respond to choice     To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture  To track objects/stimuli until they are out of range     To pat a picture in a book when asked to find the | | To associate words they hear to objects.  To begin to draw lines, circles and patterns    To begin to communicate intentionally.  To express feelings  To repeat a known phrase   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | | To show awareness of tools and environments  To show awareness of books and engage with books  To encounter activities and experiences (role play)  To react to new activities and experiences  To begin to respond consistently to people, events or objects.  To explore materials e.g. soil, leaves  To respond to different environmental sounds appropriately (Wind, leaves crunching, birds tweeting)   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To track objects/stimuli until they are out of range     To pat a picture in a book when asked to find the | | |
| Key Vocab | Match, look, touch, turn page, feel, smell, point, like, don’t like, your turn, find, sit, hold, go stop | | | | | | | | | | | | | |
| Resources: | Arrows  Floor robots  IWB  Communication core boards  Symbol cards  Instruction cards | | Stories  Story sacks  Talking tins  Puppets  Matching/ sequencing activities | Role play  Emergency vehicles  Talking tins  Information books  IWB  Videos | | | | Traditional tales  Role play  Sensory trays  Puppets  Story sacks | Nursery rhymes  Poetry books  IWB  Songs  Videos  Puppets | | | | Sensory trays  Videos  Adventure stories | |
| Suggested texts | Instructions | | Julia Donaldson | People who help us non fiction texts | | | | Jack and the beanstalk  Little red riding hood | Each Peach Pear Plum | | | | We’re going on a bear hunt  The snail and the Whale | |
| Trips and Visits |  | |  | Emergency services visit | | | |  |  | | | | Woolston Park/ Walton Gardens | |

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| **Squirrel** | | **Autumn:**  **Me, Myself & I**  **My relationships & My family** | | | **Spring:**  **My School & Food for thought** | | **Summer:**  **Jobs & The Beach** | | |
|  | Stories in the Environment  Stories with Familiar Settings | | Photobooks  Adventure stories | Information booklet - *My School* | | Following and writing recipes  Instructions - *Teddy Bear’s Picnic* | | Jobs and Tools  Poetry – When I grow up. | Seaside Stories |

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| English | | Ongoing English skills- fine motor skills, intensive interaction sessions, SALT targets, reading skills and phonics lessons. | | | | | | | | |
| Key Learning  (ES4-ES6)  Some pupils on progression steps (Step 1) | | To engage with photographs of the environment  To match places in my environment  To locate key places around school  To explore and recognise key people in photographs    To continue to develop an awareness of object permanence.    To remember learned responses and may anticipate known events.    To associate words they hear to objects.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | To engage with items for extended periods of time (photo albums)  To react to stories that interest me  To look at a picture book   To remember learned responses over more extended periods.    To observe the results of their own actions with interest.    To begin to develop an awareness of object permanence.     To begin to respond to options and choices.    To gain an adult’s attention through intentional actions or activities.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | | To encounter activities and experiences  To look at pictures of my school  To take photographs of my school  To recognise key people in photographs  To explore my environment  To engage with items e.g. role play / talking tins/ emergency vehicles  To look for familiar people (Explore photos of key people e.g. in school and at home)  To recognise own name (or photo)  To communicate with a member of staff.  To initiate communication by eye contact  To respond to different environmental sounds appropriately  To track objects/stimuli until they are out of range  To communicate with a member of staff.   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words | To engage with items e.g. resources for food technology/recipes  To explore key terms “go” “stop”  To follow a visual instruction  To explore and respond to familiar resources e.g. teddy  To explore and recognise my environment e.g. outside  To explore items in more complex ways   To identify letters and symbols    To nod to agree    To repeat a known phrase     To respond to choice     To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble       To make noises in response to a picture  To track objects/stimuli until they are out of range     To pat a picture in a book when asked to find the | | To associate words they hear to objects.  To explore resources e.g. role play, photographs, videos  To explore my environment  To begin to draw lines, circles and patterns    To begin to communicate intentionally.  To express feelings  To repeat a known phrase   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To complete a simple task     To imitate signs/ symbols of up to 50 words     To join in rhymes/ jingles with babble     To join in with a repetitive story     To make noises in response to a picture | To show awareness of tools and environment- seaside  To show awareness of books and engage with books  To encounter activities and experiences (role play)  To react to new activities and experiences  To begin to respond consistently to people, events or objects.  To explore materials e.g. sand, water, shells  To respond to different environmental sounds appropriately (seaside)   To understand up to 50 spoken words    To imitate words/ signs/ symbols of up to 50 words  To track objects/stimuli until they are out of range     To pat a picture in a book when asked to find the | |
| Key Vocab | Match, look, touch, turn page, feel, smell, point, like, don’t like, your turn, find, sit, hold, go, stop, up, down, first, next | | | | | | | | | |
| Resources: | Talking tins  Videos  IWB  Stories  Sensory trays | | Photographs  IWB  Videos | Photographs of school and staff at school  Camera | | Food stories  Food pictures  IWB  Picnic | Role Play | | | Sensory trays  Videos  Talking tins |
| Suggested texts | Familiar settings:  Park, School, Town, Home, Bus | | Photobooks  Floor books | At School | | Handas surprise  Teddy bears picnic | When I grow up | | | Katie Morag at the seaside |
| Trips and Visits | Visit homes/local town/my environment | |  |  | | Picnic at the park |  | | | The seaside |