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| **SUBJECT / CURRICULUM AREA****English** | **Maple pathway**Engagement Steps |
| **Curriculum cycle –** Year 1 (2024-2025)Grasshopper Class KS1Rose Class KS2Squirrel 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?
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| **Grasshopper** | **Autumn:****My Face & People we know**  |  **Spring:** **Weather & In the garden** | **Summer:** **The Seaside & The Farm**  |

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|  | All About MeExplanation Texts | People Who Help UsFairy Tales | Weather and SeasonsShape Poems | In the GardenAdventure Stories | The SeasideRecounts | The FarmAdventureStories |
| 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 experiencesTo show awareness of othersTo show awareness of familiar faces/ peopleTo show enjoyment of vocal playTo watch facesTo acknowledge motion-based / auditory/ tactile/ visual pleasureTo show recognition of a familiar personTo 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 rangeTo 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 stimulusTo react to physical touch (e.g. massage/ physiotherapy)/ so react to unknown, sudden noiseTo show pleasure (sensory weather)To react to new activities and experiencesTo 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 rangeTo respond to different environmental sounds appropriatelyTo explore different environments e.g. inside and outside, become familiar with weathers and seasonsTo explore materials e.g. scarf/ umbrellas/sunglasses  | To show awareness of tools and environmentsTo show awareness of books and engage with booksTo encounter activities and experiences (role play)To react to new activities and experiencesTo begin to respond consistently to people, events or objects. To explore materials e.g. soil, leavesTo respond to different environmental sounds appropriately (Wind, leaves crunching, birds tweeting) | To show pleasureTo show an awareness of the sensory stimulus/environmentTo handle tools and objects To react to physical touchTo 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 songsTo 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: | VideosPhotographsMirrorsSongs StoriesExplanation texts  | FairytalesRoleplay resourcesEmergency vehicle soundsEmergency vehicle pictures  | Weather songsWeather storiesWeather themed sensory traysWeather pictures/symbols | Garden storiesGarden songsMinibeastsBird chirping soundsTalking tinsEnvironmental sounds games/bingo | Seaside storiesSeaside picturesSeaside postcardsSeaside photosSeaside themed sensory traysSea animals  | Farm themed sensory trays.Farm stories (what the ladybird heard)Talking tins AnimalsFarm picturesAnimal 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 GardensWoolston 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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|  | CommunicationInstructions | Stories by the same Author | People Who Help UsInformation Texts | Traditional Tales | PoetryNursery 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 rangeTo 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 playTo 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 environmentsTo show awareness of books and engage with booksTo encounter activities and experiences (role play)To react to new activities and experiencesTo begin to respond consistently to people, events or objects. To explore materials e.g. soil, leavesTo 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: |  ArrowsFloor robotsIWBCommunication core boardsSymbol cardsInstruction cards | StoriesStory sacksTalking tinsPuppetsMatching/ sequencing activities | Role playEmergency vehiclesTalking tinsInformation books IWBVideos  | Traditional talesRole playSensory traysPuppetsStory sacks  |  Nursery rhymesPoetry booksIWBSongsVideosPuppets  | Sensory traysVideosAdventure stories |
| Suggested texts | Instructions | Julia Donaldson |  People who help us non fiction texts  | Jack and the beanstalkLittle red riding hood  |  Each Peach Pear Plum | We’re going on a bear huntThe 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 EnvironmentStories with Familiar Settings | PhotobooksAdventure stories | Information booklet - *My School* | Following and writing recipesInstructions - *Teddy Bear’s Picnic* | Jobs and ToolsPoetry – 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 environmentTo match places in my environmentTo 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 experiencesTo look at pictures of my schoolTo take photographs of my schoolTo recognise key people in photographs To explore my environmentTo 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 rangeTo 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/recipesTo explore key terms “go” “stop”To follow a visual instructionTo explore and respond to familiar resources e.g. teddyTo explore and recognise my environment e.g. outsideTo 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, videosTo explore my environmentTo 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- seasideTo show awareness of books and engage with booksTo encounter activities and experiences (role play)To react to new activities and experiencesTo begin to respond consistently to people, events or objects. To explore materials e.g. sand, water, shellsTo 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 tinsVideosIWBStoriesSensory trays  | PhotographsIWBVideos  | Photographs of school and staff at school Camera  | Food storiesFood picturesIWBPicnic  |  Role Play | Sensory traysVideosTalking tins  |
| Suggested texts | Familiar settings:Park, School, Town, Home, Bus | PhotobooksFloor books  |  At School  | Handas surpriseTeddy 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  |