



Pathway 1 Curriculum Overview 2024 – 2025

Themes		
Autumn	Spring	Summer
Caring for Our Planet	Make Some Noise!	Fun in the Sun

Communication and interaction		
<p>KEY LEARNING: Communication and Social Relationships SOW At Heron personalised communication opportunities are embedded throughout the school day, with every moment seen as a learning opportunity in line with pupils' PLIMS and SaLT personalised programmes. Total Communication Approaches are carefully adapted to meet pupil's individual needs.</p>		
Literacy for life		
<p>BOOK CHOICE: These sessions focus on exploring a text, learning key vocabulary and its meaning, learning about the characters, making predictions and developing communication skills. This is achieved through bag book and selected book exploration.</p>		
Autumn	Spring	Summer
Anna' Allotment Bake	Band rehearsal And Listen to the Music By North Parade Publishing (Non-fiction sound book)	A day at the seaside And Out and About By Shirley Huges (Poetry)
Soundabout Pupils are all working within Phonics level 1, focusing on one aspect every half term 10-15 minutes daily		

Environmental sound and Alliteration	Instrumental Sounds and Body Percussion	Rhythm and Rhyme and Voice Sounds
Throughout the year		
Story Massage (weekly)		
TACPAC (summer term)		
Attention Autism (3 times a week)		
Communication books, core boards and devices – always		
Fine/gross motor skills (daily)		
Love of Literacy (15 minutes at the end of everyday)		
Intensive interaction (daily)		
Therapy dog assisted learning (according to group needs)		

Cognition and learning

KEY LEARNING: My Thinking and Problem-Solving SOW. This should be built into pupils' everyday routines at every opportunity. Always encourage pupils to do as much for themselves and overcome as many problems as possible.

Numeracy for Life

Autumn	Spring	Summer
Number – Recognising more or less	(Sensory cooking)	Sensory exploration

Throughout the year

Number – Counting songs Counting 1 – 3, 1 – 5 or 1-10

Time awareness

Numeracy through experiences

My computing

KEY LEARNING: ICT—Pupils will access ICT through daily routines and activities. This includes the use of personalised AAC devices, iPads, PCs, interactive smartboards, personalised switches, including Big Macs, Eye Gaze technology, and sensory equipment in the sensory room. Pupils will also access equipment and activities through Sensory Guru. (Magic carpet)

Autumn	Spring	Summer
Recycling – art and fashion made with junk	Sound and light	Making things happen

Throughout the year

Working on use of Big Macs, specialist equipment, sensory room equipment and Eye Gaze technology (where appropriate)

Social, emotional and mental health

KEY LEARNING: Individualised sensory environments (ISE) is a means of discovering pupils likes and dislikes. They are used to provide meaningful forms of stimulation to foster purposeful responses, decrease self-stimulation and encourage purposeful behaviour.

My Relationships and Sex Education (Wellbeing)

Autumn	Spring	Summer
Knowing My Body Body awareness	Knowing Me Likes and dislikes	Knowing my responses Purposeful behaviours

Throughout the year

My voice (EHCP) planning (1:1 when appropriate)
Playing and working together permeates throughout the curriculum
Zones of regulation (emotion identification)
Story Massage (weekly)
This Is Me – progressive body scan meditation(weekly)
Collective reflection (assembly and assembly prep)

Independence and community involvement

KEY LEARNING: Being outside is an ideal learning environment. Therefore, regular access to the outside world in all weathers and in all seasons is promoted. Visiting places in the community regularly enables pupils to develop their understanding of routine activities and expectation. Also, one off visit expands pupils' experiences of the wider world and gives them opportunities to transfer skills and knowledge.

Inclusive community		
Autumn	Spring	Summer
My Dressing and Undressing SO	My Cooking SOW – Including making food and bakes to sell in the Heron Café	My Shopping SOW
Throughout the school year		
Community Awareness – (Weekly community trips)		
Exploration of the wider world with others		
Specialist trips		

My Arts		
Autumn	Spring	Summer
Recycling – art and fashion made with junk	Sound making	Textiles and colours
My Drama		
Throughout the school year		
Drama - Call and response		
My Music		
Throughout the school year		
Weekly music sessions led by music teacher. Weekly group session with music therapist		

Careers/My future

Autumn	Spring	Summer
Personal	Having my say	My wider community
Identify things you like and dislike, e.g. food, music, etc	Let others know when you are happy or sad	Sensory experience of wider community venues, eg museums, and galleries
Throughout the year		
Pupils voice projects (termly)		
Weekly community access- Sensory experience of your local area, e.g. shops, cafes, et		
Choice making		
Take part in an internal and/or external work placement (where appropriate)		
Explore next steps- Visit colleges for a tour (Year 14) summer		

Sensory and physical		
KEY LEARNING: Touch sound and movement must form a major part of any curriculum related to those with PMLD of any age. They are useful techniques to build muscle memory and improve gross and fine motor skills.		
Touch and movement		
Autumn	Spring	Summer
Body moves	Story massage	TAC PAC Proprioceptive massage
Throughout the school year		
Personal physiotherapy programmes carried out in daily classroom routines		
Positional changes (at least twice daily)		
Personalised hydrotherapy programme (weekly)		
Rebound therapy (weekly where appropriate)		
Sensory profiles (daily)		
Music therapy (weekly)		
Movement (with dance teacher) (weekly)		
Outside exploration (playground and local community) (daily)		
Working through the tactile, proprioceptive and vestibular sensory channels		
Daily Mile (9am/10.30am during break or lunch)		