

Bents Green School Engagement Pathway						
Our School Values: <i>We Nurture Relationships, We are Kind and Respectful, We Celebrate Individualism, We Communicate Positively and We are Lifelong Learners</i>						
Engagement Pathway - Cycle 2						
EHCP Targets						
Students personal EHCP targets are at the centre of their provision and learning goals are personalised to each student to ensure their education and development is focused on the most important and appropriate targets.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themes	Black History Month Harvest Festival Halloween	Bonfire Night Remembrance Sunday Anti-Bullying Week Diwali Hanukkah Children in Need Christmas	New Year Chinese New Year Valentine’s Day	World Book Day STEM Day Pancake Day Red Nose Day Mother’s Day Easter Sunday	Earth Day National Pet Months	Mental Health Week Sports Day Health and Wellbeing Day Father’s Day Eid
RS Day	Religious Buildings and Places of Prayer	The importance of sacred texts to different religions	World Religion - Hinduism	Diversity – The importance of family to different religions	Islam and Eid – Fasting and Eid Celebrations	How religions care for the environment
Curriculum Topic Focus	All About Me	Seasons	Polar Regions	Water	Farming	Recycling
	These topics create the hook to learning and are a theme through which learning and development across subjects can take place.					
My Communication and Literacy						
Developing students’ functional and social communication takes priority throughout every day at Bents Green School. Students are supported through a Phonics and Reading for Pleasure is prioritised throughout the timetable whilst specific communication and literacy sessions will focus on EHCP outcomes, sensory stories, communication interventions, reading and writing activities and key skill building.						
Sensory Stories	Be you! <i>Karl Newson</i> Additional sensory story delivered on RS Day	A Walk in the Woods <i>Flora Martyn & Hannah Tolson</i> Additional sensory story delivered on RS Day	The Snow Bear <i>Holly Webb</i> Additional sensory story delivered on RS Day	Little Raindrop <i>Nature Stories</i> Additional sensory story delivered on RS Day	Cock-a-doodle-poo! <i>Steve Smallman & Florence Weiser</i> Additional sensory story delivered on RS Day	What a Waste <i>Jess French</i> Additional sensory story delivered on RS Day
Phonics	Our phonics scheme focuses on reading, writing, speaking and listening throughout. After completing our phonics scheme, children will work on deepening their fluency and comprehension. If the children are not ready to read the RWI books, they will complete word matching activities based on blending.					
My Maths and Numeracy						
Numeracy lessons will have primarily an EHCP target focus. In addition to this, students will revisit key areas of numeracy each year to develop their skills and build on prior learning. Activities may be linked to topics to support engagement and “hook” students in, or they may be based on students' interests.						
Focus	Cardinality and Counting	Comparison	Composition	Pattern	Shape and Space	Measures
Further information	Understanding that the cardinal value of number refers to the quantity, or ‘howmanyness’ of things it represents.	Understanding that comparing numbers involves knowing which numbers are worth more or less than each other.	Understanding that one number can be made up of (composed from) two or more smaller numbers.	Looking for and finding patterns, noticing and understanding mathematical relationships.	Understanding what happens when shapes move, or combine with other shapes	Comparing different aspects such as length, weight and volume
Progress	If a student remains within My Progress 1 – 6 of the progression ladders for the maths and numeracy termly focus points above, then the following year they will repeat the cycle of topics on the Engagement Pathway to continue progressing their skills. Students will move onto the Y8 curriculum once they have reached My Progress 7 on the progression ladders for the maths and numeracy termly focus points above.					
Cycle 2 (if appropriate)	<ul style="list-style-type: none">- Properties of number- The four operations- Ratio- Geometry- The calendar and time- Measures- Money- Statistics					
My sensory play						
Focus	Sensory play is for the learner to decide what level of play is interesting, exciting and motivational for him/herself and we know that students with CLD are likely to be most comfortable with sensorimotor and possibly relational forms of play. Therefore, play-based learning will be led by engaging sensory activities that expand social dimensions of play. Sensory play planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
	Introduction to the sensory areas. Introduction and Exploring the Sensory Areas Students will have a brief introduction to each of the senses which will be covered this year.	Exploring Texture The students will explore their senses through touch; focussing on texture and describing the feeling of objects.	Sight; Exploring Colour The students will explore colours through sight and be able to name different colours.	Smell; Exploring the kitchen The students will experience different smells during sensory activities.	Making Music The students will experience sound through the medium of music and musical instruments.	Tasting flavours The students will explore and experience taste though a variety of sensory activities.

My Communication						
Focus	Our communication curriculum is based on a holistic process. All learners will be given many opportunities to practice and perfect the means that are best suited to them. This will be intertwined through every aspect of our curriculum and throughout daily provision. Some communication planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
My Creativity						
Focus: Music	Focus pieces: Songs of students choosing. Focus: singing Students to sing along with songs of their choice and accompany with a choice of instrument.	Focus piece: ‘The Four Seasons’ by Vivaldi Focus: Timbre Listen to and replicate parts of the focus piece. Use tuned and untuned instruments to portray different seasonal weather.	Focus piece: ‘Antarctic Symphony’ by Vaughan Williams Focus: Timbre Explore instruments’ differing sound qualities. Create wind/snow/rain sounds. ‘The Storm’ and other sound stories. Sounds to represent polar animals.	Focus pieces: ‘Water Music’ by Handel Focus: Rhythm Create rhythm based on sounds in the focus piece. Listen to and replicate parts of the focus piece.	Focus piece: ‘Peter and the Wolf’ by Prokofiev Focus: Texture/timbre Create and play different layers of sounds. Explore textural sound and feel of instruments/vocals.	Focus pieces: Songs about recycling Focus: singing Students learn some songs about recycling and accompany with appropriate or repurposed instruments. E.g. plastic bottle filled with rice, stick against a hard surface etc.
Focus: Art	Skills: Textiles Artist: Bisa Butler, Yinka Shonibare Equals: My Art (Textiles) Explore materials, fabrics and textures – what do you like and dislike. Use fabrics to create portraits. Explore cultural fabrics, patterns and textiles – how could these represent yours/different cultures?	Skills: Drawing Artist: John Constable Equals: My Art (Drawing) Use marks to represent different weather and seasons – rain, wind, sun etc. Add marks to an image to represent different seasons. Use the weather to explore mark making from the seasons – leaving things in the wind/rain/sun etc.	Skills: Sculpture and Digital media Artist: Simon Beck Equals: My Art (Sculpture and Digital Media) How can natural materials be used to create sculptures and 3D objects? Explore snow and ice to create different shapes and objects. Use snow (real or fake) to create patterns and images in the style of Simon Beck. Record edit and alter using digital media.	Skills: Collage & Painting Artist: Katsushika Hokusai, David Hockney Equals: My Art (Collage) Use paint and different papers/materials to create images of water. Look at water in various forms – still, waves, drinking etc. And how this could be represented.	Skills: Painting Artist: Paul Cezanne Equals: My Art (Painting) Introduce ‘still life’ and the work of Cezanne. Use paint to mark make using fruit, wheat and other ‘farm based’ materials. Create a simple still life image, think about colour and representing items correctly.	Skills: Printing Artist: Khalil Chishtee, Yuken Teruya Equals: My Art (Print Making) Look at using recycled materials in printing to create images. Experiment with printing onto recycled materials – plastic bags etc.
My Physical Well-being						
Physical activity	The main emphasis for learners with CLD will most likely be process based rather than skills based. The benefit is in the doing, rather than in the acquisition of specific skills. For example, rather than holding a bat or passing a ball, we would work towards targets that encourage self-confidence and self-esteem like ‘I can run’, ‘I can jump’, ‘I can dance’ etc. Activities must have a focus on success and progress which are personalised completely to meet the need of each individual learner, thus fostering the right attitude so that physical exercise in enjoyed. The Equals curriculum emphasises the importance of seeing this subject as a lifestyle choice and that emphasis must be placed on learners choosing to be physically active. Physical well-being planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
My PE	Yoga – basic poses, spatial and body awareness Transitioning from the floor to standing (rolling, jumping etc.)	Games to reflect activities played throughout the year, e.g. balloon tennis, indoor cricket, football	Activities to promote gross motor skills development e.g. obstacle courses, basic gymnastics.	Exploring water sports being turned into “indoor games” e.g. relay running (swimming), balloon volleyball (water polo) basic gymnastics (pool diving)	Activities and games to replicate how farm animals move around.	Explore using old resources and equipment to engage in play e.g. deflated balls, parachute material, bean bags, mis-shaped hoops.
My Dance	Body parts action songs and dances e.g. Head, shoulders, knees and toes, The Wake-Up song, Shake your sillies out.	Action songs and movement to reflect each season	Dance to action songs about polar bears and the polar region	Action songs relating to the water theme	Action songs and dance routines on the farming topic	Do as I do! Action songs to following instructions, e.g. Freeze songs
Mental health and well-being	Student mental health and wellbeing is a priority at BGS and as such is taught through a variety of lessons and times of day, including the start and end of day, intervention time, leisure time, personal care, and through our PSHE and RSE curriculum. The Equals Scheme of Work offers examples of learning intentions and activities for classes to deliver to meet the needs of the individuals in their class and promote their mental health and wellbeing. Planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					

My Outdoor School						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Smelling and tasting herbs – communicating likes and dislikes. Mark making using different natural materials. Nature portrait art. Exploring emotions using pumpkins. Sensory walks – communicating likes and dislikes.	Matching colours in nature to different seasons. Exploring what trees and plants produce at different times of the year. Practising raking leaves. Making leaf piles and having fun with them. Harvesting crops.	Sledging. Tasting snow and ice. Exploring ice art. Practicing putting on coats, hats and gloves. Marking making in the snow. Making polar animals from clay and wool. Polar animals' exploratory tuff tray.	Exploring the difference between clean and dirty water. Puddle jumping. Exploring filling and pouring with different vessels. Exploring the difference between wet and dry.	Planting and watering crops, smelling and tasting crops. Making and matching animal sounds to the animal. Learning about animal footprints. Exploring raw wool from sheep. Practicing digging and raking.	Learning to identify the difference between litter and natural materials. Sorting litter into types. Identifying where the bins are and putting the correct litter in them when asked. Learning about compost and spreading compost over crops.
My Independence						
Dressing and Undressing	The processes and skills involved in dressing and undressing activities include: <ul style="list-style-type: none">- Motor ability (gross motor, fine motor, balance, manual dexterity)- Sensory ability (visual skills, tactile skills, hand-eye coordination)- Body awareness (coordinating movements, balance and use two halves of body together)- Spatial awareness (both personal and general space – e.g. pull jumper over head, push arm through sleeve without knocking into something)<ul style="list-style-type: none">- Ability to cross midline- Hand dominance- Organisational skills (understanding the sequence of dressing, getting clothes right way round and putting them on correct body part)					
My Travel Training	In Travel Training, there is no expectation that any learner with CLD will become completely independent, however at Bents Green, we assume competency of independence as small areas of independence can be invaluable instruments of self-confidence and self-esteem. The type of skills required by any individual learner will depend on: <ul style="list-style-type: none">- Cognitive ability- Physical and sensory abilities- The environment Therefore, our travel curriculum planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
My Shopping	In My Shopping, there is no expectation that any learner with CLD will become completely independent, however at Bents Green, we assume competency of independence as small areas of independence can be invaluable instruments of self-confidence and self-esteem. The type of skills required by any individual learner will depend on: <ul style="list-style-type: none">- Cognitive ability- Physical and sensory abilities- The environment Therefore, our shopping curriculum planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
My Cooking	Like the other schemes of work in the Equals Informal Curriculum, My Cooking is something that the individual learner has got to want to do. Core skills: spreading, cutting, chopping, pouring, wiping down, washing up, drying, putting away etc. My Cooking is a mixture of skill-based learning and process-based learning. Our cooking curriculum planning will be influenced by the curriculum topic and student need focus to encourage and motivate students.					
My Future	My Future skills are incorporated throughout learners day and week and woven through all the learning activities they do. Students are constantly developing the skills and understanding that will enable them to be active members of society, understand the world around them, communicate their needs and preferences and work with others. These skills include: Listening , Speaking , Problem Solving , Creativity , Staying Positive , Aiming High , Leadership and Teamwork . This can look like turn-taking (team building), persevering at tasks (problem solving and staying positive). Communication skills are prioritised throughout the curriculum as is independence and having high aspirations.					