

Implementation

Curriculum Maps

To ensure our implementation enables staff to apply a methodical approach and secure progression across each subject, curriculum maps have been organised within a banded system. These curriculum maps enable staff to plan a progression pathway through the many different subject and therapeutic disciplines on offer. As well as identifying typical developmental pathways, these also allow staff to recognise the complexities of our learners where more 'spikey' profiles are likely. This profiling also supports staff in identifying and bridging gaps within learning and highlights the necessary building blocks to ensure learning meets the student's ability to understand.

English Curriculum Map: Speaking and listening development



Speaking and Listening Mapping

White	Yellow	Purple	Blue
<ul style="list-style-type: none"> • Demonstrate awareness/recognition of the activity. Explore sensory activities. • Begins to show curiosity, begins to explore or retreat. Uses 'questing searching / hunting/seeking/chasing/pursuing/ behaviours' may peer, use a fleeting touch, use verbal questioning, etc.). • Shows real interest and investigates objects/resources with intent. Uses exploratory behaviours with intent and interest. • Demonstrates discovery skills within an activity. Shows a realisation and surprise? • Begins to make predictions through their 	<ul style="list-style-type: none"> • Communicates using a familiar object, word, picture or gesture. • Communicates between 10 and 50 words, using pictures or gestures. • Uses single words, gestures or pictures for familiar objects. • Communicates about an event • Communicates feelings • Demonstrates an understanding of their name, and pictures or gestures of familiar places and objects. 	<ul style="list-style-type: none"> • Engages in a back and forth conversation using words, pictures or gestures. • Initiates a simple conversation. • Communicates something which is desirable or of interest to them. • Asks simple questions to obtain information. • Uses early concept words such as 'on', 'under', 'over', 'next to' or 'off'. • Uses a simple pronoun such as 'mine', 'his' or 'hers'. 	<ul style="list-style-type: none"> • Uses phrases with up to 4 key words, gestures or symbols. • Communicate experiences to a peer. • Communicate about my experiences to a group. • Uses a range of verbs to communicate (to be, to have, to say, to go, to tell, to eat, and to call). • Uses a range of adjectives (describing words) to communicate. Ben bounced a <u>big</u> ball. • Conveys meaning to the listener. • Uses 'possessives' to communicate about experiences or belongings (I, he, she, me you, your, their).

