



Forest Way School

Wider Curriculum Map 2025-2026

NSSL - Life Choices Pathway- KS3

Key Stage 3	Autumn 1 Things that Move		Autumn 2 Wizardry	Spring 1 Inventions and Inventors	Spring 2 Inventions and Inventors	Summer 1 Structures	Summer 2 Structures
Communication and Interaction Communication	Intent: Students will be able to use personal functional communication aids in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts will focus on specific colours or textures, incorporating multi-sensory exploration, and choice-making activities over the Autumn term. Impact: Students will become more familiar with their communication aids, communicate in a range of environments to make choices and requests.			Intent: Students will be able to use personal functional communication aids in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts will focus on specific colours or textures, incorporating multi-sensory exploration, and choice-making activities over the Spring term. Impact: Students will become more familiar with their communication aid, making progress toward their EHCP targets. Students will be able to communicate in a range of environments to make choices and requests.		Intent: Students will be able to use personal functional communication aids in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts will focus on specific colours or textures, incorporating multi-sensory exploration, and choice-making activities over the Summer term. Impact: Students will become more familiar with their communication aid, making progress toward their EHCP targets. Students will be able to communicate in a range of environments to make choices and requests.	
	Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.			Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.		Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.	
Communication and Interaction Dance Massage	Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.			Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.		Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.	
Communication and Interaction TAC PAC	Intent: Students will develop sensory awareness and engagement, exploring textures and sounds Implementation: Students explore a range of textures and rhythms, listen to music, and explore these items in a calm, safe space with the support of staff. Impact: Students will be able to develop their sensory processing and communication, improving social interaction, engagement and communication.			Intent: Students will develop sensory awareness and engagement, exploring textures and sounds Implementation: Students explore a range of textures and rhythms, listen to music, and explore these items in a calm, safe space with the support of staff. Impact: Students will be able to develop their sensory processing and communication, improving social interaction, engagement and communication.		Intent: Students will develop sensory awareness and engagement, exploring textures and sounds Implementation: Students explore a range of textures and rhythms, listen to music, and explore these items in a calm, safe space with the support of staff. Impact: Students will be able to develop their sensory processing and communication, improving social interaction, engagement and communication.	



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Cognition and Learning
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Cognition and Learning Computing	Digital content and Art Intent: Students will access and explore a range of devices and software suitable for their individual needs. They will be able to mark make and choice colours and images to create their own artwork. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Staff will incorporate multi-sensory exploration, and choice-making activities. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	Presenting information using multimedia sources Intent: Students will access and explore a range of devices and software suitable for their individual needs. They will be able to work with staff to make a presentation with their choices of images. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Staff will incorporate multi-sensory exploration, and choice-making activities. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	Making something happen with technology Intent: Students will access and explore a range of devices and software suitable for their individual needs. Students will use technology for cause and effect. Staff will support students to access a range of digital devices to programme instructions and create sequences. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Students will use a range of switches and cause and effect toys. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.		Use technology to communicate with others. Intent: Students will access and explore a range of devices and software suitable for their individual needs. Students will develop their ability to use technology to communicate. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Students will explore using computers to communicate using touch screens, keyboards, as well as mouse point and click. Staff will incorporate multi-sensory exploration, and choice-making activities. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	
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Sensory physical PE/Music and movement/ Swimming	Intent: Sessions will work on Gymnastics and Invasion games, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on Dance and Net games, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on Invasion games skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on Striking games, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on Athletics, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on outdoor adventurous activities, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.
	Intent: These sessions aim to engage NSSL students in multi-sensory experiences that promote sensory exploration, interaction, relaxation, and well-being. Massage develops students' awareness of their body parts (proprioceptive sense) and where their bodies are in relation to the space around them (vestibular sense). Massage also provides an opening for important conversations on consent and appropriate touch. Implementation: Each session will focus on a specific colour, texture, and matching scent, using sensory activities in a calm and supportive environment tailored to individual needs. Impact: Students will show increased sensory awareness, improved focus and engagement, and enhanced relaxation, supporting positive emotional responses and overall well-being.					Intent: These sessions aim to engage NSSL students in multi-sensory experiences that promote sensory exploration, interaction, relaxation, and well-being. Massage develops students' awareness of their body parts (proprioceptive sense) and where their bodies are in relation to the space around them (vestibular sense). Massage also provides an opening for important conversations on consent and appropriate touch. Implementation: Lessons will focus on the theme Myths and legends, and matching aromatherapy scent, using sensory activities in a calm and supportive environment tailored to individual needs. Impact: Students will show increased sensory awareness, improved focus and engagement, and enhanced relaxation, supporting positive emotional responses and overall well-being.



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Social, Emotional and Mental Health Life Skills/ Community skills	Home – managing money Intent: Students will explore and develop foundational money management skills. Students will begin to understand the value of money and how to make informed financial choices. Implementation: Using role-playing, practical scenarios (like budgeting or mock shopping trips), and reflection, students will work on counting money, distinguishing between needs and wants, and making a simple budget for their classroom or personal spending. They will safely explore and use a range of financial tools (like calculators, price tags, and possibly mock debit cards/banking apps). Students will use their communication aids to express preferences, make purchases, and ask related questions. Impact: Students will demonstrate improved confidence and independence in handling money, practical skills in making small purchases, and an enhanced ability to communicate their financial choices. They will apply the concept of value and budgeting in real-world situations with greater awareness.	Community- teamwork Intent: Students will develop their understanding of effective teamwork and group dynamics. Students will gain a deeper understanding of the necessity of rules (both social and formal) and their consequences in a collaborative environment. Implementation: Using role-playing, practical exploration, and reflection, students will experience making choices and working together to achieve a common goal. Students will discover the history and importance of collaboration and shared responsibility. Students will explore school rules and social rules for cooperation within a group. Students will use their communication aids to express ideas and make joint decisions. Impact: Students will demonstrate improved understanding of rules and expectations for group work, enhanced practical social skills (e.g., listening, sharing, compromising), and improved communication within a team. Students will be able to apply teamwork skills and rules in real-world collaborative situations with greater confidence and awareness.	Volunteering- Skills for work Intent: Volunteers will gain a deeper understanding of professional plant care, maintenance, and the operational requirements of a horticultural setting. Volunteers will experience looking after plants and flowers as a workplace task, beginning to link practical effort with employability skills and positive work habits. Implementation: Using role-playing (e.g., team leader/assistant), practical exploration, and structured reflection, volunteers will plant, grow, and maintain gardens/beds. Volunteers will explore and experience a range of entry-level gardening jobs such as site tidying, weeding, preparing soil, and tool inventory. Volunteers will use their communication aids (as needed) to make task-related choices (e.g., selecting the right tool, reporting progress) and participate in team discussions. Impact: Volunteers will demonstrate improved workplace safety awareness, increased confidence and independence in task completion, and applied practical teamwork skills. Volunteers will show enhanced communication for workplace reporting, applying safety rules in real-world work situations with greater confidence and procedural awareness. Volunteers will build a portfolio of transferable skills applicable to entry-level employment in horticulture, groundskeeping, or environmental roles.
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NSSL - Life Choices Pathway- KS3

Social, Emotional and Mental Health RSE	Family Relationships Intent: Students will learn how to recognise healthy relationships. Students will explore the concepts of respect, consent, loyalty, trust and friendship. Implementation Students will explore the qualities of healthy relationships, including respect, trust, and consent. Students will learn that aspects of their health can be affected by their choices. Students will explore the concepts of reproduction and health, including pregnancy and menopause using their communication tools (AAC, PECs, Makaton, and vocalizations) Impact: Students will gain an understanding of healthy relationships, how to make informed choices about relationships and family, and feel more confident in making decisions related to their own health and well-being.	Diversity, rights and responsibilities to others Intent: Students will learn about diversity by recognizing and celebrating differences in communication, sensory needs, learning styles, and emotional expression, particularly within the context of neurodiversity. Students will develop a foundational understanding of their rights, centered on the concepts of bodily autonomy, communication as a right, and the right to be safe and respected as an individual, in line with the UN Convention on the Rights of Persons with Disabilities. Implementation: Students will use their individual communication tools (AAC, PECS, Makaton, vocalizations) to express preferences, refusal, and assent in various scenarios (e.g., choosing activities, refusing unwanted touch, indicating discomfort). Social narratives and visual supports will explicitly teach the concepts of "My Body, My Choice," "Respectful Communication," and "We Are All Different" (diversity). Activities will involve sorting and identifying diverse communication methods, sensory preferences, and emotional reactions, emphasizing that no single way is "correct." The consistent use of communication tools will be modelled and reinforced as the primary way to exercise their right to self-advocacy and be heard. Impact: Students will be more self-aware of their own sensory and communication needs (neurodiversity) and show an emerging recognition of and respect for the diverse needs of others. Students will be empowered to function as effective self-advocates, consistently utilizing their unique voices (vocalizations, AAC, PECS, Makaton) to exercise their fundamental rights to safety, dignity, and respect within their daily lives.	Preparing for adulthood Intent: Students will develop foundational skills for Preparation for Adulthood by focusing on the four key pathways: Employment, Independent Living, Community Inclusion, and Health and Wellbeing. This learning will be framed by the student's right to self-determination and choice-making, recognizing their neurodiversity as a valued difference. Students will learn to use their communication tools (AAC, PECS, Makaton, vocalizations) to express preferences and goals related to their future, ensuring their voice is central to their transition planning. Implementation: Instruction will be practical, functional, and centred on Students will use their communication tools to express job preferences (e.g., sorting symbols for different tasks) and participate in functional activities simulating work or training environments. Activities will involve using communication tools to make choices related to daily routines (e.g., selecting meals, choosing clothes, indicating needs in the home). Visual schedules and task analyses will be used to promote independence in self-care and domestic tasks, reinforcing the right to live independently. Students will practice using their communication tools in simulated and real-life community settings (e.g., expressing needs at a shop, indicating a preferred leisure activity). Emphasis is placed on the right to participate fully in society. Impact: Students will demonstrate an increase in autonomous decision-making and self-advocacy across all four pathways of Preparation for Adulthood. They will confidently use their communication tools to state preferences, goals, and boundaries, ensuring their rights and unique needs (neurodiversity) are respected in transition planning meetings and daily life. Students will leave the program with a foundational understanding that they have the right to a future defined by their choices and self-determination.	Online Rules Intent: Students will learn and follow essential digital citizenship rules. This includes understanding that they have digital rights (the right to be safe and respected online) and corresponding digital responsibilities (the responsibility to be kind, respect others' differences, and always tell a trusted adult if they are worried or see something concerning). Implementation: Students will learn about and practice safe online rules using clear and consistent methods, such as Social Stories, visual schedules, and simple, concrete "If-Then" scenarios. Activities will involve controlled exploration of online interests (like viewing photos or videos) to see how unique interests connect people while practicing key safety rules. Students will practice their right to stop or close an app immediately if content makes them feel bad, scared, or upset. They will also practice their responsibility to seek help by showing a trusted adult the device or using a dedicated 'Help' symbol. Impact: Students will reliably demonstrate their understanding and use of safe online rules. They will show digital self-advocacy by consistently using the 'Help' symbol or turning off the device to get assistance when they are confused or distressed by online content. They will also show that they understand their responsibility to be kind to others online.	My Community Intent: Students will explore how to identify the people who can help us if we are afraid or worried. Students will practice the skills needed to get help. Implementation Using role play and practical exploration students will understand how to ask for help in a range of ways, using their communication tools (AAC, PECs, Makaton, and vocalizations), identify people who can help us. Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication. Students will feel confident in getting help from appropriate adults	Masturbation Intent: Students will learn about their private body parts and the difference between appropriate and inappropriate touch, framed by the fundamental right to bodily autonomy and safety. Students will develop skills to manage personal care and hygiene routines that respect their sensory needs and promote independence. Students will understand that masturbation and self-touch are a normal, private, and healthy expression of their body, and they will learn the critical social rules of privacy. Implementation: Instruction will be delivered using highly personalized approach with Students using their communication tools (AAC, PECS, Makaton, vocalizations) to practice expressing "YES," "NO," and "STOP" in relation to body boundaries, personal care, and touch from others. Lessons will use anatomically correct, non-judgmental language and visuals. Instruction will focus on task analysis for independent care (e.g., showering, dressing), highlighting the need for privacy (closing doors, covering up). Role-playing and social narratives will teach students to identify and communicate if they feel unsafe, uncomfortable, or if their boundaries are violated, reinforcing their right to be protected. Impact: Students will confidently use their communication system to exercise their right to bodily autonomy by signalling assent, refusal, or discomfort during personal care or when receiving touch. They will demonstrate an understanding of private body parts and the social rules of privacy regarding self-touch and personal care, directly supporting their transition to independent living. Students will be empowered as self-advocates regarding their personal space, health, and dignity, leading to increased safety and well-being in adulthood.
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Social, Emotional and Mental Health PSHE	Sharing Feelings Intent Students will learn about feeling happy and calm, as well as recognizing and managing feelings of sadness, to take better care of their mental health and overall well-being. Implementation Students will: Explore positive coping strategies, such as listening to music, spending time with others, or taking a few deep breaths, that can help them shift their feelings from sadness to calmness. Learn to identify different emotions, including sadness, and develop skills to manage those feelings in healthy ways. Recognize when they need help and know who to ask for support (e.g., a teacher, parent, or trusted adult). Impact Students will: Understand simple, effective ways to feel better when sad or upset. Learn how to manage their emotions to help themselves and others stay calm and happy. Develop an early foundation for lifelong emotional resilience.	Likes/Dislikes, Food and Drink -Healthy Eating Intent: Students will explore healthy foods and understand how they help our bodies feel good. Implementation: Students will look at different foods, learn about what foods are healthy, and see which ones we should eat more of and which ones we should eat less. They will use pictures or objects to show what foods they like, and which are healthy. Impact: Students will choose foods that are good for them and understand that some foods are okay to have sometimes, while others are better to eat more often for good health.	Body Image Intent Students will explore and recognize the physical and emotional changes that happen during adolescence and understand that these changes are a normal part of growing up. Implementation Visual Supports & Social Stories: Educators will use highly visual social stories (with clear, simple illustrations/photos and minimal, consistent text) to introduce concepts like body changes (e.g., getting taller, body hair, voice change) and feeling changes (e.g., new emotions, feeling confused or excited). Students will use picture cards or objects (like a doll/figure with removable parts or clothing) to match and label different body parts that are changing or emotions they might feel. They can use a simple "Yes/No" or "More/Less" visual communication board to express if a change is happening to them or if they are feeling a new emotion. Impact Students will be able to visually identify and acknowledge common adolescent changes. They will also be able to communicate (via chosen communication method) a preferred coping strategy when feeling overwhelmed or confused by these new feelings, promoting a sense of control and security during a time of change.	Managing Finances – digital solutions Intent: Students will learn that people have different ways of using and saving money, and that everyone has financial rights (the right to keep their money and personal information safe) and financial responsibilities (the responsibility to spend wisely and ask a trusted adult for help with purchases). Implementation: Students will explore activities that show how people use money differently based on their needs and wants (e.g., role-playing a grocery shop vs. a toy store). They will learn basic money safety and budgeting through Social Stories, visual schedules, and concrete "If-Then" scenarios (e.g., "If I want a toy, then I must check my piggy bank"). Students will practice their right to say "No" or "Wait" if they feel pressured to spend or if a transaction feels confusing. They will learn how to involve a trusted adult by showing them a price tag, bringing them their wallet, or handing over a "Help" symbol when making a financial decision. Impact: Students will begin to understand the value of money and how it connects to their daily needs. They will demonstrate financial self-advocacy by making simple choices between "want" and "need," and by reliably seeking assistance from a trusted adult before spending or sharing information about their money.	Gambling Intent: Students will learn to distinguish between "playing for fun" and "playing for money/prizes" (gambling). Using high-contrast symbols and PECS (Picture Exchange Communication System) style imagery, the focus is on recognizing that some games can take away things we value (money, credits, or time) and understanding the "Stop" signals when a game is no longer safe or happy. Implementation: Students will explore the concept of "spending" vs. "saving." Using symbols to identify gambling triggers in digital spaces, such as "Spin" buttons, "Loot Boxes," or pop-ups in apps. Practicing a physical "Stop" or "Help" gesture when a game asks for money or feels frustrating. Sorting activities where students categorize items as "Safe to Play" (toys, puzzles) vs. "Ask an Adult" (tablets with stores, claw machines, or lottery tickets). Impact: Students will develop a foundational awareness that some games have hidden costs. They will be able to use a visual aid or gesture to alert a caregiver when they encounter a "pay-to-play" screen. The goal is to reduce the impulse to click "Buy" and to empower students to seek a trusted adult when they see gambling-related symbols, ensuring their digital and physical play remains safe.	Using the outdoors This adaptation shifts the focus from abstract concepts to sensory-based, physical experiences in the outdoors. For children with non-verbal autism and learning difficulties, the "environment" becomes the teacher, using movement and nature to regulate the nervous system and build self-agency. Intent Students will engage with the outdoor environment to discover how movement and sensory play regulate their bodies and emotions. The goal is to build a foundational "body-awareness" (proprioception and vestibular input), helping students feel safe, strong, and capable in their physical space. Implementation Learning will be facilitated through a sensory-first approach in a natural setting: Students will explore "heavy work" (pushing wheelbarrows, climbing, or carrying logs) and rhythmic movement (swinging or jumping) to understand how exercise helps their bodies feel "just right." . Student will be supported with a total communication approach including visuals, Now/Next boards, and outdoor-specific visual schedules to label feelings (e.g., "I feel energized," "I feel calm") and choices. Students will practice "grounding" techniques, such as feeling different textures (grass, bark, sand) or mindful breathing in the fresh air, to learn how the outdoors can be a tool for self-regulation. Impact Students will demonstrate an increased ability to self-regulate by independently seeking out specific outdoor movements or zones when they feel dysregulated. Students will be increasingly confident in choosing physical activities using visual choice boards. Improved physical confidence, seen through a willingness to navigate uneven terrain or new outdoor equipment. The ability to associate outdoor "exercise" with a positive internal state, communicated through gestures, symbols, or improved emotional baseline.



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Social, Emotional and Mental Health Food tech	Healthy snacks on the go Learn about nutritional grids and traffic light indicators on packets. Make and compare snacks e.g. flapjacks v banana flapjacks Intent: Students will explore a range of fruits and vegetables, developing transferable skills in selecting and preparing ingredients for various nutritious snack options. Implementation: Students will explore the Eatwell Guide (or food pyramid), analyse the school dinner menu, and reflect on their personal daily requirements for fruits and vegetables. Students will then use basic culinary techniques to follow recipes and create healthy snacks. Impact: Students will develop independence skills and teamwork within the kitchen setting. Students will be exposed to a wide range of healthy foods, which will hopefully equip them to make nutritious dietary choices.		Simple meals/breakfasts Learn why breakfast is important. Taste test home cooked and ready meals to compare. Research what people have for breakfasts in other countries. Intent: Students will explore a variety of easy, nutrient-dense breakfast options, developing independent food preparation skills and understanding how to build a quick morning meal that provides sustained energy for a busy day of learning. Implementation: Students will use readily available, no-cook or low-cook ingredients such as oats, yogurt, fresh and frozen fruits, nuts, seeds, and whole-grain bread. They will focus on core techniques:: layering (Yogurt Parfaits, Overnight Oats), blending (Smoothies), Assembling (Toast, Wraps), cooking (Hard-boiled eggs, Overnight Oats) Impact: Students will gain confidence and independence in preparing a balanced breakfast in under 10 minutes, leading to improved concentration, energy levels, and better overall dietary choices throughout their lives.		Picnics/food waste & re-use Consider healthy alternatives for picnic food. Make sandwiches, rolls and wraps. Intent: Students will learn to create a balanced and appealing picnic menu by exploring a range of healthy, portable foods. They will develop transferable skills in selecting, budgeting for, and preparing ingredients suitable for various travel-friendly snack options. Implementation: Students will analyse different food groups to plan a complete picnic, focusing on ingredients that hold up well for travel (e.g., stable proteins, sturdy produce). They will use basic culinary techniques to follow simple, portable snack recipes (e.g., rolling wraps, assembling skewers, mixing dips). With support, students will practice budgeting for their ingredients and will evaluate and modify their final picnic selection to ensure a high-quality, diverse, and well-balanced meal. Impact: Students will develop independence and teamwork skills during the planning and preparation process. By being exposed to a wide range of practical, healthy, and easy-to-pack foods, students will be better equipped to make nutritious and enjoyable food choices for themselves and others in real-world scenarios.	
	Enrichment RE	<u>Why are festivals important to religious communities</u> To identify different celebrations that pupils have experienced. To recognise and recall the Christian celebration of Harvest To express what we have learnt about celebrations. Harvest Workshop Harvest Festival Diwali Workshop Christmas Workshop Christmas Concert Embedded through whole school workshops, visits and music and drama	<u>Why do some people think life is a journey</u> To experience and explore the meaning of life as a journey. To experience significant events that occur in Christian lives. To experience and learn about a Bar Mitzvah , an important part of becoming a Jewish adult. To recall the Hindu key vocabulary dharma, karma and moksha used in their journeys as Hindus. To use questions to ask and to find out about marriage ceremonies in different religions. To find out if there are similarities and differences to the journey of life for Christians, Hindus and Sikhs. Chinese New Year Workshop Spring Workshop	<u>Key Question: What does it mean to be a Christian in Britain today?</u> How do Christians show their beliefs in the home? What do Christians do to show their beliefs at Church? How and why do different Christians use music in worship? How and why do different Christians celebrate holy communion? How do Christians make a difference in their local community? Why do people stand up against injustice because of their religion? Isam Workshop Embedded through whole school workshops, visits and music and drama		



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Enrichment Humanities	History—Myths and Legends Intent: Pupils will engage with and explore resources linked to local myths and legends (from Leicestershire and the wider region) using sensory trays, story-telling aids, and hands-on activities. Implementation: Students will discover and retell different myths and legends associated with the local area, such as tales from Leicestershire. Students will learn about famous figures and creatures from British folklore, including legends like King Arthur and Robin Hood (or local Leicestershire figures, if applicable). Students will explore what storytellers and myth-makers have in common—e.g., they are imaginative, they use rich language, and they like to pass on traditions and history. Impact: Pupils will show initiation and exploration in interacting with the stories, developing their realisation (of the story elements), anticipation (of plot points), and persistence (in engaging with the narrative) across a range of activities adapted for their learning style and needs, making learning enjoyable and accessible.	History- Ancient Egypt Intent Pupils will engage with and explore resources linked to the Ancient Egyptian time period using sensory trays, symbols, and hands-on activities. Implementation Students will learn about Ancient Egypt, key events such as the building of the pyramids, artifacts like sarcophagi and hieroglyphs, and individuals such as Tutankhamun or Cleopatra. Impact Pupils will show initiation and exploration, developing their realisation, anticipation and persistence across a range of activities adapted for their learning style and needs, making learning enjoyable and accessible.			Geography- Rivers Intent: Pupils will engage with and explore resources linked to the stages of the water cycle and the flow of rivers using sensory trays, symbols, and hands-on activities. Implementation: Students will learn about the key stages of the water cycle (evaporation, condensation, precipitation, collection), the features and journey of a river (source, mouth, tributaries), and how these water environments influence and are influenced by the surrounding landscape and human activity. Impact: Pupils will show initiation and exploration, developing their realisation, anticipation, and persistence across a range of activities adapted for their learning style and needs, making learning about natural water processes enjoyable and accessible.	Geography-African Intent Pupils will engage with and explore resources linked to African geography using sensory materials, visual aids like maps and flags, and hands-on activities. Implementation Students will learn where the major African regions and countries are and what makes them unique (e.g., climate, terrain). Students will learn about the significant physical features (like the Sahara Desert, Nile River, or Great Rift Valley) and the diverse cultures, resources, and economies of the continent, understanding Africa's importance to the world. Impact Pupils will show initiation and exploration of geographical concepts, developing their realisation, anticipation, and persistence across a range of activities adapted for their learning style and needs, making learning enjoyable and accessible.
Enrichment Music	Contrast/ Imitation Intent: Pupils will explore music through listening, singing, and playing simple instruments, focusing on enjoying sounds, learning about different types of music, and expressing themselves through music. Implementation: Pupils will explore different types of music, play easy instruments like drums or xylophones, make simple melodies, follow beats, and learn to treat instruments gently and with care. Impact: Pupils will enjoy music more, recognizing sounds, rhythms, and patterns, while building confidence and improving communication and social skills through hands-on music activities. Assessed via the Engagement Model, these students benefit from repetitive lesson structures designed to build realisation, persistence, and anticipation. In addition to standard Music lessons, they participate in Musical Interaction sessions guided by the Musical Play Framework.	Waltz/March Intent: Pupils will explore music through listening, singing, and playing simple instruments, focusing on enjoying sounds, learning about different types of music, and expressing themselves through music. Implementation: Pupils will explore different types of music, play easy instruments like drums or xylophones, make simple melodies, follow beats, and learn to treat instruments gently and with care. Impact: Pupils will enjoy music more, recognizing sounds, rhythms, and patterns, while building confidence and improving communication and social skills through hands-on music activities. Assessed via the Engagement Model, these students benefit from repetitive lesson structures designed to build realisation, persistence, and anticipation. In addition to standard Music lessons, they participate in Musical Interaction sessions guided by the Musical Play Framework.			Loud and Quiet/ Boogie Train Intent: Pupils will explore music through listening, singing, and playing simple instruments, focusing on enjoying sounds, learning about different types of music, and expressing themselves through music. Implementation: Pupils will explore different types of music, play easy instruments like drums or xylophones, make simple melodies, follow beats, and learn to treat instruments gently and with care. Impact: Pupils will enjoy music more, recognizing sounds, rhythms, and patterns, while building confidence and improving communication and social skills through hands-on music activities. Assessed via the Engagement Model, these students benefit from repetitive lesson structures designed to build realisation, persistence, and anticipation. In addition to standard Music lessons, they participate in Musical Interaction sessions guided by the Musical Play Framework.	



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Enrichment Art/DT/Enterprise	Colour Theory with Kandinsky Intent Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation. Produce a range of creative work, exploring their ideas and recording their experiences Implementation Pupils will explore the work of Kandinsky explore how Kandinsky combined media and used them to make art. Appreciate the work of classmates. Impact Pupils will develop drawing and painting techniques: showing increasing control; using a wide range of materials; with creativity and experimentation; and an increasing awareness of diverse kinds of art.	Artist – Gaudi Intent Pupils learn how to make shapes out of clay that can be displayed in a tessellated pattern either as a tiled wall or floor panel. Lessons include mark making and observational drawing as well as looking at patterns. These elements can be expanded when other curriculum subjects overlap or be revisited when they do. It is suitable for all abilities and can be adapted accordingly. Implementation: Pupils will explore the work of Antoni Gaudi. Present information in a way appropriate to the information and imagery selected. Understand how a mosaic is made Create a mosaic Impact Pupils will develop their techniques, control, and use of materials, with creativity, experimentation, and an increasing awareness of diverse kinds of art, craft, and design.	Design Technology/Enterprise – Inventors and inventions Intent: Students will develop a range of skills to design, create, and evaluate a kite, incorporating knowledge of materials and fundamental forces. Implementation: Students will explore a range of materials (paper, plastic, wood, string, etc.), tools, and techniques, designing and creating with an emphasis on problem-solving and material suitability. Students will design and create a functioning kite. Students will experience the forces of tension and compression by taking part in the building and testing of the kite structure. Students will share their work with others through photos, verbal feedback, and flight demonstrations. Impact: Students will develop confidence in using different materials to make products, express their creativity, develop problem-solving skills, and gain an understanding of how material properties relate to function and the fundamental forces of tension and compression.			
Enrichment Forest School/ Gardening		Intent: The aim of Forest School is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and risk-taking in a safe and natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support, allowing for free exploration, sensory experiences, and individualized activities that foster confidence and perseverance. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences, while sensory exploration and seasonal changes enhance their understanding of nature and ability to engage with the environment in a secure, enjoyable way.			Intent: The aim of Forest School is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and risk-taking in a safe and natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support, allowing for free exploration, sensory experiences, and individualized activities that foster confidence and perseverance. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences, while sensory exploration and seasonal changes enhance their understanding of nature and ability to engage with the environment in a secure, enjoyable way.	Gardening covered as part of Life Skills



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Enrichment Careers/ Skills Builder	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.
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