**Curriculum Framework Map 2016/2017**

**Primary Phase**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PMLD (P1-3) (Personalised Sensory Curriculum)** | **Communication** | | **Cognition** | | | **Physical**  ***Including PE and swimming*** | | **Self- care and Independence** | |
| **Semi-formal (P4-8)** | **Communication and language**  *Including literacy & Sing up.* | **Cognition and mathematics**  *Including computing* | | **Physical**  *Including PE, swimming fine motor & LOTC* | **Personal. Social and Emotional Development**  *Including PSHE* | | **Understanding of the World**  *Including geography, history, RE, science & global learning* | **Expressive Arts and Design**  *Including music, art, design technology* | **MFL Y5/6**  **As appropriate** |
| **Formal**  ***National Curriculum***  **P8 and above** | **Communication and language**  *Including literacy & Sing up.* | **Cognition and mathematics** *Including computing* | | **Physical**  *Including PE, swimming fine motor & LOTC* | **Personal. Social and emotional Development**  *Including PSHE* | | **Understanding of the World**  *Including geography, history, RE, science, global learning)* | **Expressive Arts and Design** *Including music, art, design technology* | **MFL Y5/6**  **As appropriate** |

**All pupils follow the National Curriculum where it is appropriate to do so.**

**Pupils working at P1-3 follow a Tailored Sensory curriculum which incorporates Routes for Learning and each pupil has a personalised learning pathway. Programmes of Learning for Pupils working on P1-3 support planning and progress.**

**Programmes of learning for pupils working at P4-8 (semi-formal) are used to develop teaching programmes, demonstrate progress and set individual targets. Pupils follow the National Curriculum breadth of study where it is appropriate.**

**Pupils following the formal curriculum follow the National Curriculum at a key stage that is appropriate to their learning needs**

**EYFS Development Matters supports all planning.**

**Curriculum Framework Map 2016/2017**

**Secondary Phase**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PMLD (P1-3) (Personalised Sensory Curriculum)** | **Communication** | | | **Cognition** | | | | **Physical**  *(inc PE and swimming)* | | | | **Self- care and Independence** | | |
| **Semi-formal (P4-8)** | **Communication, language and literacy**  *(inc literacy, phonics, MFL)* | | **Maths and Cognition**  *(inc maths, computing)* | | | **Physical**  **Development**  *(inc PE, swimming, learning outside the classroom)* | | **Personal/Social Development**  (*inc PSHE, citizenship)* | | **Understanding of the World**  *(inc geography, history, RE, science)* | | | | **Expressive Arts and Design**  *(inc music, art, design technology)* |
| **Formal**  ***National Curriculum***  **P8 and above** | **Communication, language and literacy**  *(inc literacy, phonics, P4C, MFL)* | **Maths and Thinking Skills** (inc maths *computing)* | | | **Physical**  *(inc PE, travel training, swimming, outdoor learning)* | | **Personal. Social and emotional Development**  *(inc PSHE, citizenship, life skills, ASDAN)* | | **How the World Works**  *(inc geography, science, design technology)* | | **People and Cultures**  *(inc history, RE, global learning)* | | **Leisure and Creative Arts**  *(inc music, art, drama, ASDAN)* | |

**Pupils working at P1-3 follow a Tailored Sensory curriculum which incorporates Routes for Learning and each pupil has a personalised learning pathway. Programmes of Learning for Pupils working on P1-3 support planning and progress.**

**Programmes of learning for pupils working at P4-8 (semi-formal) are used to develop teaching programmes, demonstrate progress and set individual targets. Pupils follow the National Curriculum breadth of study where it is appropriate.**

**Pupils following the formal curriculum follow the National Curriculum at a level that is appropriate to their learning needs. Where possible, breadth of study is age appropriate and the skills taught are appropriate to a pupil’s stage of development.**

**MFL for pupils working at P1-P8 is covered through theme / WOW days.**

**All pupils at Key Stage 4 work towards qualification or accreditation at a level suited to their needs. This could be through GCSE or Entry Level certificates, Unit Awards, ASDAN or a combination that is tailored to their learning and ability.**