**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.**