

Grange Drive – KS2 Engagement/Independence

Cycle 1

| Curriculum Area | Session | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|----------------------------------|---|---|--|--|---|--|
| Theme | | Around the World | Around the World (Christmas) | Ch, ch, changes | True Colours | Enchanted Woodland | All Creatures Great and Small |
| My Communication | Sensory Stories / Reading | Sensory stories / books linked to different countries and cultures. | Sensory stories / books linked to Christmases around the world. | Sensory stories / books linked to changes in the environment. | Sensory stories / books about the colours in nature. | Sensory stories / books about Enchanted Woodlands. | Sensory stories / books about animals. |
| | Story Massage | Exploring simple stories about different countries and cultures through massage. | Exploring simple stories about different Christmases around the world through massage. | Exploring simple stories about changes in the environment through massage. | Exploring simple stories about the colours in nature through massage. | Exploring simple stories about Enchanted Woodland Creatures through massage. | Exploring simple stories about different animals through massage. |
| | Write Dance | Mark making independently with paint linked to theme countries, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to Christmases around the world, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme countries, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to the woodland theme, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme animals, whilst listening to theme music. Communicating our preferences of paint colours. |
| | Dance Massage | Exploring different types of music from different cultures and communicating through touch. | Exploring different types of Christmas music from different cultures and communicating through touch. | Exploring different types of music linked to changes and the environment and communicating through touch. | Exploring different types of music linked to colours and communicating through touch. | Exploring different types of music linked to woodlands and communicating through touch. | Exploring different types of music linked to animals and communicating through touch. |
| | Tac-Pac | Communicating preference of textures on our skin. | | | | | |
| | Intensive Interaction | Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. | | | | | |
| | Attention Autism | To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills. | | | | | |
| | Hello Session | Communication session which provides opportunity for turn-taking, listening, responding, recognition of day, weather, feelings and timetable. | | | | | |
| | Snack-time | Communicating our preferences and indicating if we want more | | | | | |
| | Singing session | Opportunities to choose nursery rhymes / songs of their choice, developing attention and engagement skills, e.g. singing sack session, what's in the box session, parachute session | | | | | |
| My Thinking | Cooking | Creating simple recipes from around the world, exploring the taste, smell and texture of ingredients as we go. | Creating simple Christmas recipes from around the world, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to the environment, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes from linked to colours in nature, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes from around the world, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to animals, exploring the taste, smell and texture of ingredients as we go. |
| | Messy Food Play | Exploring different textures, smells and tastes linked to different countries and cultures. | Exploring different textures, smells and tastes linked to different countries and cultures at Christmas. | Exploring different textures, smells and tastes linked to the environment. | Exploring different textures, smells and tastes linked to different colours of foods. | Exploring different textures, smells and tastes linked to woodlands. | Exploring different textures, smells and tastes linked to different animals. |
| | ICT | ICT games and operating control toys - Immersive Room. | | | | | |
| | MS Exploration | Exploring multi-sensory stimulus linked to theme, including mud kitchen. | | | | | |
| | Number Session | To explore numbers using sensory equipment and play | | | | | |
| My Movement | MATP / PE | Working on pupil's individual Motor Activity Training Programme targets as well as general PE activities | | | | | |
| | Rebound Therapy | Working on pupil's individual Rebound Therapy targets. | | | | | |
| | Hydrotherapy | Working on pupil's individual Hydrotherapy targets. | | | | | |
| | Swimming | Following a swim program as directed by a qualified swim teacher at Waterfield Leisure pool | | | | | |
| | Soft Play | To meet gross motor EHCP targets | | | | | |
| | Dough Disco | Pupils to develop fine motor skills through the making and exploration of play dough to music | | | | | |

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| Myself | RSE | Drama circles and sensory stories linked to the theme of "My friends and family". | Drama circles and sensory stories linked to the theme of "How do I feel today?" | Drama circles and sensory stories linked to the theme of "Consent" | Drama circles and sensory stories linked to the theme of "My body/changing and growing" | Exploring multi-sensory stimulus linked to theme "Changing and growing" | Exploring multi-sensory stimulus linked to theme "Personal Hygiene" |
| | Emotional Recognition | Exploring how we are feeling throughout the day at naturally occurring opportunities as well as in a structured session built into "hello" | | | | | |
| | Independence Skills | Independence skills linked to eating and drinking, personal care, cleaning teeth and dressing. | | | | | |
| My Enrichment | Music and Movement | Music and movement sessions linked to songs and music of other cultures. | Music and movement sessions linked to songs and music of other cultures at Christmas. | Music and movement sessions linked to songs and music about the environment. | Music and movement sessions linked to songs and music about colours. | Music and movement sessions linked to songs and music about woodlands. | Music and movement sessions linked to songs and music about animals. |
| | Theme days | Around the world theme day. | Christmas production celebrations. | Environmental warriors theme day. | Rainbow theme day. | Enchanted woodland theme day. | All Creatures Great and Small theme day |
| | Art | Art activities linked to theme, may include painting, mark-making, crafts, threading, clay etc. | | | | | |

Grange Drive – KS2 Engagement/Independence

Cycle 2

| Curriculum Area | Session | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|-------------------------|----------------------------------|---|--|--|---|--|--|--|
| Theme | | In the Jungle | Winter Wonderland | Material World | Food Glorious Food | Superheroes | Festivals | |
| My Communication | Sensory Stories / Reading | Jungle book sensory story. | Elsa's Castle sensory story | Wizard of Oz sensory story. | Charlie and the Chocolate factory sensory story | Some Heroes sensory story | Festival Fairy sensory story | |
| | Story Massage | Exploring simple stories about different jungle animals through massage. | Exploring simple stories about winter wonderlands through massage. | Exploring simple stories about the characters from the Wizard of Oz through massage. | Exploring simple stories about the characters from Charlie and the Chocolate Factory through massage. | Exploring simple stories about different super heroes through massage. | Exploring simple stories about different festivals through massage. | |
| | Write Dance | Mark making independently and choosing paint colours linked to jungle animals, whilst listening to theme music. | Mark making independently and choosing paint colours linked to winter wonderland, whilst listening to theme music. | Mark making independently and choosing paint colours linked to the Wizard of Oz, whilst listening to theme music. | Mark making independently and choosing paint colours linked to Charlie and the Chocolate Factory, whilst listening to theme music. | Mark making independently and choosing paint colours linked to superheroes, whilst listening to theme music. | Mark making independently and choosing paint colours linked to Festivals, whilst listening to theme music. | |
| | Dance Massage | Exploring different types of music with a jungle theme and communicating through touch. | Exploring different types of Christmas music with a winter/Christmas theme and communicating through touch. | Exploring different types of music with a materials theme and communicating through touch. | Exploring different types of music with a food theme and communicating through touch. | Exploring different types of music with a superheroes theme and communicating through touch. | Exploring different types of music with a festivals theme and communicating through touch. | |
| | Tac-Pac | Communicating preference of textures on our skin. | | | | | | |
| | Intensive Interaction | Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. | | | | | | |
| | Attention Autism | To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills. | | | | | | |
| | Hello Session | Communication session which provides opportunity for turn-taking, listening, responding, recognition of day, weather, feelings and timetable. | | | | | | |
| | Snack-time | Communicating our preferences and indicating if we want more | | | | | | |
| | Singing session | Opportunities to choose nursery rhymes / songs of their choice, developing attention and engagement skills, e.g. singing sack session, what's in the box session, parachute session | | | | | | |
| My Thinking | Cooking | Creating simple recipes linked to the jungle, exploring the taste, smell and texture of ingredients as we go. | Creating simple Christmas recipes, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to the Wizard of Oz characters, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes from linked to Charlie and the Chocolate factory, exploring the taste, smell and texture of ingredients as we go. | Creating smoothies linked to superheroes, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to festivals, exploring the taste, smell and texture of ingredients as we go. | |
| | Messy Food Play | Exploring foods we might find in the jungle. | Exploring cold and frozen foods. | Exploring different textures, smells and tastes linked to food from Kansas and Oz. | Exploring different textures, smells and tastes linked to Willy Wonka's creations. | Exploring different textures, smells and tastes linked to the story Supertato. | Exploring different textures, smells and tastes linked to festival foods. | |
| | ICT | ICT games and operating control toys, Immersive Room. | | | | | | |
| | MS Exploration | Exploring multi-sensory stimulus linked to theme. | | | | | | |
| | Number Session | To explore numbers using sensory equipment and play | | | | | | |
| My Movement | MATP / PE | Working on pupil's individual Motor Activity Training Programme targets as well as general PE activities | | | | | | |
| | Rebound Therapy | Working on pupil's individual Rebound Therapy targets. | | | | | | |
| | Hydrotherapy | Working on pupil's individual Hydrotherapy targets. | | | | | | |
| | Swimming | Following a swim programme as directed by a qualified swim teacher at Waterfield leisure pool | | | | | | |
| | Soft Play | To meet gross motor EHCP targets | | | | | | |
| | Dough Disco | Pupils to develop fine motor skills through the making and exploration of play dough to music | | | | | | |
| Myself | RSE | Drama circles and sensory stories linked to the theme of "My friends and family". | Drama circles and sensory stories linked to the theme of "How do I feel today?" | Drama circles and sensory stories linked to the theme of "Consent" | Drama circles and sensory stories linked to the theme of "My body/changing and growing" | Exploring multi-sensory stimulus linked to theme "Changing and growing" | Exploring multi-sensory stimulus linked to theme "Personal Hygiene" | |

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| | Emotional Recognition | Exploring how we are feeling throughout the day at naturally occurring opportunities as well as in a structured session built into "hello" | | | | | |
| | Independence Skills | Independence skills linked to eating and drinking, personal care and dressing. | | | | | |
| My Enrichment | Music and Movement | Music and movement sessions linked to jungle themed songs and music. | Music and movement sessions linked to winter/Christmas themed songs and music. | Music and movement sessions created using objects and materials in our environment. | Music and movement sessions linked to foods. | Music and movement sessions linked to songs and music about superheroes. | Music and movement sessions linked to songs and music from festivals around the world. |
| | Theme days | Jungle Safari theme day. | Christmas production celebrations. | Wizard of Oz theme day. | Willy Wonka theme day. | Superheroes theme day | End of year Birch Fest! |
| | Art | Art activities linked to theme, may include painting, mark-making, crafts, threading, clay etc. | | | | | |

Grange Drive – KS2 Engagement/Independence

Cycle 3

| Curriculum Area | Session | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|-------------------------|----------------------------------|---|--|--|--|---|---|--|
| Theme | | Rocket Man | Under the Sea | Shine (light, dark, electricity) | Feeling hot, hot, hot! | This is the Greatest Show (circus) | What's That Coming Over the Hill? (Fantastic Beasts) | |
| My Communication | Sensory Stories / Reading | Sensory stories / books linked to Space. | Sensory stories / books linked to the ocean and sea animals. | Sensory stories / books linked to light, dark and electricity. | Sensory stories / books about hot and cold. | Sensory stories / books about the circus. | Sensory stories / books about Harry Potter / fantastic beasts. | |
| | Story Massage | Exploring simple stories about space and planets through massage. | Exploring simple stories about the sea through massage. | Exploring simple stories about light, dark and electricity through massage. | Exploring simple stories hot and cold through massage. | Exploring simple stories about the circus through massage. | Exploring simple stories about different magical animals through massage. | |
| | Write Dance | Mark making independently with paint linked to space theme. Communicating our preferences of paint colours and outline choice. | Mark making independently with paint linked to space theme, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme "shine", whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to the theme of hot and cold, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to the circus theme, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme "Fantastic Beasts", whilst listening to theme music. Communicating our preferences of paint colours. | |
| | Dance Massage | Exploring different types of music with a space theme and communicating through touch. | Exploring different types of music with a sea theme and communicating through touch. | Exploring different types of music linked to light, dark and electricity and communicating through touch. | Exploring different types of music linked to hot and cold and communicating through touch. | Exploring different types of music linked to circus and communicating through touch. | Exploring different types of music linked to "Fantastic Beasts" and communicating through touch. | |
| | Tac-Pac | Communicating preference of textures on our skin. | | | | | | |
| | Intensive Interaction | Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. | | | | | | |
| | Attention Autism | To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills. | | | | | | |
| | Hello Session | Communication session which provides opportunity for turn-taking, listening, responding, recognition of day, weather, feelings and timetable. | | | | | | |
| | Snack-time | Communicating our preferences and indicating if we want more | | | | | | |
| | Singing session | Opportunities to choose nursery rhymes / songs of their choice, developing attention and engagement skills, e.g. singing sack session, what's in the box session, parachute session | | | | | | |
| My Thinking | Cooking | Creating simple recipes around the theme of space, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes around the theme of under the sea, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to the theme shine exploring the taste, smell and texture of ingredients as we go (e.g. using electricity to cook, i.e. hand mixer, smoothie maker, oven etc) | Creating simple recipes linked to hot and cold, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to the circus, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to Fantastic Beasts / Harry Potter, exploring the taste, smell and texture of ingredients as we go. | |
| | Messy Food Play | Exploring different textures, smells and tastes around the theme of space. | Exploring different textures, smells and tastes around the theme of under the sea. | Exploring different textures, smells and tastes linked to the theme shine. | Exploring different textures, smells and tastes linked to the theme hot and cold. | Exploring different textures, smells and tastes linked to the circus. | Exploring different textures, smells and tastes linked to different fantastic beasts / Harry Potter. | |
| | ICT | ICT games and operating control toys, Immersive Room. | | | | | | |
| | MS Exploration | Exploring multi-sensory stimulus linked to theme, including mud kitchen. | | | | | | |
| | Number Session | To explore numbers using sensory equipment and play | | | | | | |
| My Movement | MATP / PE | Working on pupil's individual Motor Activity Training Programme targets as well as general PE activities | | | | | | |
| | Rebound Therapy | Working on pupil's individual Rebound Therapy targets. | | | | | | |
| | Hydrotherapy | Working on pupil's individual Hydrotherapy targets. | | | | | | |
| | Swimming | Following a swim program as directed by a qualified swim teacher at Waterfield Leisure pool | | | | | | |
| | Soft Play | To meet gross motor EHCP targets | | | | | | |
| | Dough Disco | Pupils to develop fine motor skills through the making and exploration of play dough to music | | | | | | |

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|----------------------|------------------------------|--|---|--|---|---|---|
| Myself | RSE | Drama circles and sensory stories linked to the theme of "My friends and family". | Drama circles and sensory stories linked to the theme of "How do I feel today?" | Drama circles and sensory stories linked to the theme of "Consent" | Drama circles and sensory stories linked to the theme of "My body/changing and growing" | Exploring multi-sensory stimulus linked to theme "Changing and growing" | Exploring multi-sensory stimulus linked to theme "Personal Hygiene" |
| | Emotional Recognition | Exploring how we are feeling throughout the day at naturally occurring opportunities as well as in a structured session built into "hello" | | | | | |
| | Independence Skills | Independence skills linked to eating and drinking, personal care, cleaning teeth and dressing. | | | | | |
| My Enrichment | Music and Movement | Music and movement sessions linked to songs and music about space. | Music and movement sessions linked to songs and music about the sea. | Music and movement sessions linked to songs and music about the theme "shine". | Music and movement sessions linked to songs and music about hot and cold. | Music and movement sessions linked to songs and music about the circus. | Music and movement sessions linked to songs and music about fantastic beasts. |
| | Theme days | Space theme day. | Christmas production celebrations. | "Shine" theme day. | Hot, hot, hot theme day. | Circus theme day. | Fantastic Beasts theme day |
| | Art | Art activities linked to theme, may include painting, mark-making, crafts, threading, clay etc. | | | | | |

Grange Drive – KS2 Engagement/Independence

Cycle 4

| Curriculum Area | Session | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|----------------------------------|---|--|---|--|---|--|
| Theme | | Wild, Wild, West | A Whole New World (Magic Carpet Ride) | Watching the Garden Grow | I Like to Move it! | A Pirate's Life for Me! | Everybody Do the Dinosaur |
| My Communication | Sensory Stories / Reading | Sensory stories / books linked to the Wild West. | Sensory stories / books linked to Aladdin and different locations. | Sensory stories / books linked to the garden. | Sensory stories / books about transport. | Sensory stories / books about Pirates | Sensory stories / books about dinosaurs. |
| | Story Massage | Exploring simple stories about the Wild West | Exploring simple stories about Aladdin and different locations through massage. | Exploring simple stories about the garden through massage. | Exploring simple stories about transport through massage. | Exploring simple stories about Pirates through massage. | Exploring simple stories about dinosaurs through massage. |
| | Write Dance | Mark making independently with paint linked to theme Wild West whilst listening to theme music. Communicating our preferences of paint colours and outlines to print onto. | Mark making independently with paint linked to Aladdin / different locations, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to the garden, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to transport, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to the pirate theme, whilst listening to theme music. Communicating our preferences of paint colours. | Mark making independently with paint linked to theme dinosaurs, whilst listening to theme music. Communicating our preferences of paint colours. |
| | Dance Massage | Exploring different types of Wild West music and communicating through touch. | Exploring different types of music from Aladdin / different cultures and communicating through touch. | Exploring different types of music linked to the garden and communicating through touch. | Exploring different types of music linked to transport and communicating through touch. | Exploring different types of music linked to pirates and communicating through touch. | Exploring different types of music linked to dinosaurs and communicating through touch. |
| | Tac-Pac | Communicating preference of textures on our skin. | | | | | |
| | Intensive Interaction | Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. | | | | | |
| | Attention Autism | To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills. | | | | | |
| | Hello Session | Communication session which provides opportunity for turn-taking, listening, responding, recognition of day, weather, feelings and timetable. | | | | | |
| | Snack-time | Communicating our preferences and indicating if we want more | | | | | |
| | Singing session | Opportunities to choose nursery rhymes / songs of their choice, developing attention and engagement skills, e.g. singing sack session, what's in the box session, parachute session | | | | | |
| My Thinking | Cooking | Creating simple recipes linked to the Wild West, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to Aladdin and different locations, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to the garden (e.g. using ingredients we find in our gardens), exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to transport and travel, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to pirate theme, exploring the taste, smell and texture of ingredients as we go. | Creating simple recipes linked to dinosaur, exploring the taste, smell and texture of ingredients as we go. |
| | Messy Food Play | Exploring different textures, smells and tastes linked the Wild West. | Exploring different textures, smells and tastes linked to Aladdin and different locations. | Exploring different textures, smells and tastes linked to the garden. | Exploring different textures, smells and tastes linked to transport and travel. | Exploring different textures, smells and tastes linked to pirates. | Exploring different textures, smells and tastes linked to different dinosaurs. |
| | ICT | ICT games and operating control toys, Immersive Room. | | | | | |
| | MS Exploration | Exploring multi-sensory stimulus linked to theme, including mud kitchen. | | | | | |
| | Number Session | To explore numbers using sensory equipment and play | | | | | |
| My Movement | MATP / PE | Working on pupil's individual Motor Activity Training Programme targets as well as general PE activities | | | | | |
| | Rebound Therapy | Working on pupil's individual Rebound Therapy targets. | | | | | |
| | Hydrotherapy | Working on pupil's individual Hydrotherapy targets. | | | | | |
| | Swimming | Following a swim program as directed by a qualified swim teacher at Waterfield Leisure pool | | | | | |
| | Soft Play | To meet gross motor EHCP targets | | | | | |
| | Dough Disco | Pupils to develop fine motor skills through the making and exploration of play dough to music | | | | | |

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|----------------------|-------------------------------|--|---|---|---|---|--|
| Myself | RSE | Drama circles and sensory stories linked to the theme of "My friends and family". | Drama circles and sensory stories linked to the theme of "How do I feel today?" | Drama circles and sensory stories linked to the theme of "Consent" | Drama circles and sensory stories linked to the theme of "My body/changing and growing" | Exploring multi-sensory stimulus linked to theme "Changing and growing" | Exploring multi-sensory stimulus linked to theme "Personal Hygiene" |
| | Emotional Recognition | Exploring how we are feeling throughout the day at naturally occurring opportunities as well as in a structured session built into "hello" | | | | | |
| | Independence Skills | Independence skills linked to eating and drinking, personal care, cleaning teeth and dressing. | | | | | |
| My Enrichment | Music and Movement | Music and movement sessions linked to songs and music of the Wild West. | Music and movement sessions linked to Aladdin and different locations. | Music and movement sessions linked to songs and music about the garden. | Music and movement sessions linked to songs and music about transport and travel. | Music and movement sessions linked to songs and music about pirates. | Music and movement sessions linked to songs and music about dinosaurs. |
| | Theme days / Role Play | Wild West theme day. | Christmas production celebrations. | Garden party theme day. | Travel theme day. | Pirate theme day. | Dinosaur theme day. |
| | Art | Art activities linked to theme, may include painting, mark-making, crafts, threading, clay etc. | | | | | |