Lavender ERP

PeelHall

PRIMARY SCHOOL

Lavender

Enhanced Resource Provision

Peel Hall Primary School

Curriculum Intent

Head Teacher: Steven Lawler - Smith

Our Curriculum is designed for children with complex needs working within P2–P8, including learners following pre-formal, developing semi-formal and semi-formal pathways. Children within our enhanced resources provision have a primary need of communication and interaction.

Curriculum Intent

The intent of our Curriculum is to ensure that all pupils:

Are happy, regulated, safe and ready to learn

Develop engagement, communication and independence

Make meaningful progress from their individual starting points

Experience learning that is relevant, motivating and inclusive

The curriculum prioritises engagement and development over coverage, recognising that progress for our children may be seen through increased attention, anticipation, communication or independence rather than traditional academic outcomes.

Curriculum Implementation

Learning is delivered through:

Highly sensory, practical experiences

Structured routines and predictable learning environments

A topic-based spiral curriculum (e.g. Toys, Creatures Great and Small, spring and Growth)

Small-group and 1:1 teaching alongside supported peer interaction

Key features

Sensory stories with real-life objects, sounds, textures and smells

Sensory play, exploration and cause-and-effect activities

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Movement-based learning

Objects of reference, symbols and signs to support communication

Sensory regulation activities embedded throughout the day

Activities are carefully differentiated so children working at P1–P3 focus on awareness, tolerance and intentional responses, while children working at P4–P8 are supported to develop choice making, problem solving, communication and early subject concepts.

Assessment and Progress

Progress is measured through:

Engagement Profiles (attention, exploration, communication, persistence and regulation)

Ongoing observation and professional judgement

Evidence of progress against PIVATS recorded on Solar assessment tool

Regular review of EHCP outcomes and individual targets

Assessment focuses on small, meaningful developmental steps, ensuring progress is recognised and celebrated.

Curriculum Impact

Through this curriculum:

Children show increased engagement, attention and curiosity

Sensory tolerance and self-regulation improve over time

Communication becomes more intentional and functional

Children make clear, personalised progress through Wilson P Levels and Solar Steps

Learners develop confidence, enjoyment and independence

The curriculum supports children to transition successfully onto more semi-formal learning pathways where appropriate and prepares them for life beyond school.

Review and Adaptation

Our Curriculum is reviewed regularly to ensure it continues to meet the needs of all learners and reflects individual EHCP outcomes, therapy advice and pupil voice.

Our Curriculum Offer

A rotating sensory curriculum linked to the Engagement Model and National Curriculum.

The children are baselined and access the following **curriculum pathways**.

Peel Hall ERP Curriculum Pathways

EYFS Pathway Childrenworking towards Early Learning Goals	**Pre-Formal Pathway** **Engagement** **(EYFS/KS1/KS2)** Children working at P1-P3 Children working in this pathway will have a range of complex needs and/or medical conditions. They may experience significant barriers to learning in the areas of communication and interaction as well as having profound and multiple learning difficulties, possible sensory impairment and physical disabilities	**Developing Semi-Formal Pathway** **Engagement** **(KS1/KS2)** Children working at P4-P5 Children working in this pathway will have complex learning difficulties. They may experience barriers to learning in the areas of communication and interaction as well as having possible sensory difficulties, physical difficulties and/or a specific learning difficulty.	**Semi-Formal Pathway** **Primary Steps** **(KS1/KS2)** Children working at P5-P8 The semi-formal curriculum pathway is for learners who have severe to moderate learning difficulties and may also have some complex needs. These childrenare developing emergent skills and may be able to access aspects of the National Curriculum.	**Formal Pathway** **(KS1/KS2)** Children working at P8+ The formal pathway is designed for learners with moderate learning difficulties. This pathway is delivered through subject-specific teaching.
	P1-P3 **0 – 13months**	**P4 – P5.5 (PKS1)** **14months to 2.5years**	**P5.5 – P8 (PKS1)** **2.5 – 4years**	**P8+**
Holistic approach to learning to enable childrento engage purposefully with activities and resources based on the seven Areas of Learning. • Communication and Language • Personal, Social and Emotional Development • Physical Development • Literacy • Mathematics • Understanding the World • Expressive Arts and Design	Sensory approach to learning skills and developing understanding of concepts that are pre-requisites for progressing to a thematic approach to learning. • Communication • Physical • Social • Cognitive	Thematic approach to learning with some elements of subject based learning. • Themed approach to: English, Maths, Science, DT, Food Technology, Art, History, Geography, Computing, Music, PSHE, RE and Communication • Subject-based teaching in PE	Thematic approach to learning with some elements of subject based learning. • Themed approach to: English, Maths, Science, DT, Food Technology, Art, History, Geography, Computing, Music, PSHE, RE and Communication • Subject-based teaching in PE	Subject specific learning and some thematic learning with themes used as a vehicle for teaching content. Adapted National Curriculum • English • Maths • Science • PSHE/RSE • DT • Art • History • Geography • Computing • Music • FL • PE • RE
Assessment				
EYFS Profile Learning Intention Map with targets set from EHCP Solar/PIVATS (Dec, Mar, July)	Learning Intention Map with targets set from EHCP Areas of Engagement: • Exploration • Realisation • Anticipation • Initiation • Persistence Solar/PIVATS (Dec, Mar, July)	Learning Intention Map with targets set from EHCP Assessed against Solar/PIVATS (Dec, Mar, July) Pre Key Stage Standards	Learning Intention Map with targets set from EHCP Assessed against Solar/PIVATS (Dec, Mar, July)Pre Key Stage Standards	Learning Intention Map with targets set from EHCP Assessed against Pre Key Stage Standards Working towards ARE – Year 1 ARE – Year 2 Expected Standards in reading, writing and mathematics Solar/PIVATS (Dec, Mar, July)

Progression through pathways

	Pre Formal Pathway	Developing Semi Formal Pathway	Semi - Formal Pathway	Formal Pathway
Progression looks like	• Reacts to stimuli, explores objects, shows preferences • Passive engagement and active participation	• Exploring materials to identifying objects • Reacting to responding with meaning • Experiencing to beginning to understand concepts	• Identifying to applying knowledge • Participating to completing tasks • Supported responses to more independent responses	• Applying knowledge across contexts • Increasing independence • Developing academic and functional skills
Outcome	Children develop readiness for learning and the ability to engage meaningfully. The children show consistent responses. Begin to: • Anticipate routines • Communicate preferences • Engage for longer periods They are moving from engagement to intentional learning.	Children begin to link experiences to meaning (e.g., weather = rain, wet, coat) Show: • Understanding of simple concepts • Increased communication • Ability to follow structure and routines They are ready for more structured learning and subject development	Children develop functional subject skills (e.g., counting, recognising words, understanding weather) Demonstrate: • Consistent independence • Ability to generalise skills • Increasing subject knowledge They are ready to access an adapted National Curriculum	Children work towards National Curriculum outcomes at an appropriate level.

Pre Formal Pathway

This pathway linked to the Engagement Model is the foundation of learning. It is not direct subject teaching it focuses on

- Communication
- Physical development
- Social and cognitive engagement.

Its aim is to prepare children for the National Curriculum by developing

- Attention
- Engagement
- Early concepts like cause/effect, object permanence and choice making)

Developing Semi Formal pathway

This pathway is a bridge from the engagement to subject knowledge. It uses a thematic approach with some elements of subject based learning.

Subjects are introduced through themes like

- English
- Maths
- Science
- Geography etc

Learning is still delivered through:

- Sensory exploration
- Practical experiences

But linked to early subject concepts:

- Weather, measures, stories

Semi - Formal Pathway

This pathway continues the thematic and subject learning approach. The aim is for children to:

- Develop emergent subject skills
- Begin accessing Pre Key Stage standards.

National Curriculum links

- English – communication, early reading
- Maths – early number, measure
- Science – exploration of environment

Formal Pathway

This pathway is subject specific learning with adaptions to the National Curriculum. Learning includes English, maths, PSHE etc

Assessment

- Pre-Key Stage standards using PIVATS within the Solar Assessment Tool to record progress and attainment.
- Working towards Age Related Expectations (ARE)

On this pathway children are

- Working within National Curriculum frameworks
- Learning is adapted through subject led in a creative and practical way to engage and motivate the children

Lavender 1 Long Term Plan
Year A

Topic	Autumn		Spring		Summer	
	Toys		Spring and Growth		Creatures Great and Small	
English	Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing	
	Non – Fiction Labelling	Traditional Tales	Rhymes, poems and action verses	Growing Stories	Non-Fiction Information Text	Animal Stories
Maths	Number & using and applying (NCETM)		Number & using and applying (NCETM)		Number & using and applying (NCETM)	
	Geometry – Position and direction	Measures – Date sorting and organising	Measures - Weight	Measures – Money	Geometry – Patterns and Shapes	Measures- Length
Science	Weather		Weather		Weather	
	Push and Pull	Sorting Materials	Health and Growth	Plants	Animals – Animals Life Cycles	Animals – Animals Habitats
Inclusion Opportunities with Mainstream Class	Practical Session	Practical Session Recycling session Litter Picking	Practical Session Visitors	Practical Session Planting seeds Forest school	Practical Session Animal Visits Visiting class pets	Practical Session Animal Visits Visiting class pets Trip to the farm
ICT	Cause and effect toys		ICT purposefully to interact		Taking and printing photos	
Art/DT	Art – Primary Colours	DT – Making Toys	Art – Colour Mixing	DT – Bread and Dough	Art - Pattern	DT – Making Animals and Monsters
Geography/History	Geography – My School	History – Old and New Toys	Geography - Water	History – Me and My family	Geography – Natural Environment (Forest School)	History – Special events and memories
PSHE	Sharing and playing together		Looking after myself		Caring for Animals and Plants	
Inclusion Opportunities with Mainstream Class	Playtime		Playtime		Playtime	
RE	Special Stories – Christmas Story Bonfire Night, Diwali, Harvest		Special Stories – Easter Birthdays, Valentine's Day, Chinese New Year, Eid		Special Stories – Bible, Noah' Ark School events, cultural days, sports days, end-of-year celebrations	
Music	Awareness and Response		Engagement and Interaction		Expression and Choice	

	Sound awareness and sensory exploration	*Turn-taking, rhythm and vocalisation*	*Creativity, choice making and performing*
PE	Body awareness and Sensory Regulation *Exploring movement and sensory input*	Motor Skills and Control *Dance and Gymnastics* *Ball Skills*	Co-operation and Physical confidence *Athletics*
Drama			Using Stories – We're Going on a Bear Hunt

Children accessing Lavender 1 provision are typically working within the P2–P5 attainment range. Following initial baseline assessment, and in consideration of each child's level of engagement and individual skill set, children will access a sensory-based curriculum at the pre-formal stage. As they demonstrate readiness, they will be supported to progress towards a developing semi-formal curriculum, in line with the pathways outlined.

Lavender 2 Long Term Plan
Year A

	Autumn		Spring		Summer	
	Toys		Spring and Growth		Creatures Great and Small	
English	Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing	
	Non – Fiction Labelling	Traditional Tales	Rhymes, poems and action verses	Growing Stories	Non-Fiction Information Text	Animal Stories
Maths	Number & using and applying (NCETM)		Number & using and applying (NCETM)		Number & using and applying (NCETM)	
	Geometry – Position and direction	Measures – Date sorting and organising	Measures - Weight	Measures – Money	Geometry – Patterns and Shapes	Measures- Length
Science	Forces and Magnets	Animals inc Humans	Skeletons	Plants	Light	Rocks
Inclusion Opportunities with Mainstream Class	Introductory practical lesson	Introductory practical lesson	Introductory practical lesson	Investigation	Introductory practical lesson	Introductory practical lesson Investigation
ICT	Cause and effect toys		ICT purposefully to interact		Taking and printing photos	
Art/DT	Charcoal	Christmas Crafts	Exploring Paint	Easter Crafts	Art Working in 3 dimensions	DT Cooking and nutrition
Inclusion Opportunities with Mainstream Class	Introductory practical lesson	Christmas Cards		Easter Cards		
Geography/History	Geography Local Little Hulton	History Little Hulton Old and New	Geography UK Coasts	History Stone Age	Geography Global – hot and cold countries	History Ancient Egypt
Inclusion Opportunities with Mainstream Class	Visit to Little Hulton Library	Class Trip Local Walk	Beach Trip	Workshop		Workshop
PSHE	Rules Road Safety	Emotions Friendships			Citizenship	Economic wellbeing
	Playtime	Playtime	Playtime	Playtime	Playtime	Playtime
RE	Harvest Festival	Christmas	Islam Eid	Easter	Hindu childhood celebrations	Buddhist festivals

Inclusion Opportunities with Mainstream Class	Assembly	Church Christmas Pantomime		Assembly		
Music					Beat	
PE	Body awareness and Sensory Regulation *Exploring movement and sensory input*		Motor Skills and Control *Dance and Gymnastics* *Ball Skills*		Co-operation and Physical confidence *Athletics*	
Drama					Through stories and festivals.	

Children accessing Lavender 2 are typically working within the P5–P8+ attainment range. Following baseline assessment and ongoing evaluation, and with consideration of each child's level of engagement and individual strengths, children access a sensory-informed curriculum within a semi-formal framework. As they demonstrate readiness, they are supported to progress towards a more formal curriculum, with appropriate adaptations to teaching approaches and the learning environment to ensure individual needs are effectively met.

Lavender 1 Long Term Plan
Year B

Term	Autumn		Spring		Summer	
Overarching Theme	Ourselves/My World		Transport/Space		Food/Summer	
English	Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing	
	Non – Fiction Matching and labelling	Stories about ourselves	Rhymes and actions Transport	Stories about space	Non-Fiction Information	Stories about food and summer.
Maths	Number & using and applying (NCETM)		Number & using and applying (NCETM)		Number & using and applying (NCETM)	
	Measure – Capacity and volume	Geometry – Position and movement	Measure – Time	Geometry – pattern	Measures – Weight	Geometry – 2D Shape
Science	Weather		Weather		Weather	
	Humans Investigating	Light and Dark Observing	Materials Sorting	Plants Investigating and observing	Seasons Sorting and classifying	Animals – life cycles Investigating and observing Caterpillars
Inclusion Opportunities with Mainstream Class	Practical Session	Practical Session Recycling session Litter Picking	Practical Session Visitors	Practical Session Planting seeds Forest school	Practical Session Animal Visits Visiting class pets	Practical Session Animal Visits Visiting class pets Trip to the farm
ICT	Cause and effect toys		ICT purposefully to interact		Taking and printing photos	
Art/DT	DT – Making a hat or crown – cutting	Art – Drawing – Self portraits Using mark making tools, pens pencils	DT – Structures - Junk modelling – making a form of transport – joining, constructing	Art - Yayoi Kusama Painting rockets using dots	DT – Food Making a fruit salad/smoothie	Art – Fruit printing using paint – mixing colours
Geography/History	History – Me - Then and now	Geography – My School	History – Me and My family- then and now	Geography – My Home, My local area – walk	History – Toys – Then and now	Geography – Maps, positions and locations
PSHE	Sharing and playing together		Looking after myself		Caring for Animals and Plants	
Inclusion Opportunities with Mainstream Class	Playtime		Playtime		Playtime	

RE	Birthdays Bonfire Night, Diwali, Harvest	Birthdays Special Stories – Christmas Story	Birthdays, Valentine's Day, Chinese New Year, Eid	Birthdays Special Stories – Easter	Birthdays Special Stories – Bible, Noah' Ark	Birthdays School events, cultural days, sports days, end-of-year celebrations
Music	Awareness and Response *Sound awareness and sensory exploration*		Engagement and Interaction *Turn-taking, rhythm and vocalisation*		Expression and Choice *Creativity, choice making and performing*	
PE	Body awareness and Sensory Regulation *Exploring movement and sensory input*		Motor Skills and Control *Dance and Gymnastics* *Ball Skills*		Co-operation and Physical confidence *Athletics*	
Drama	Using stories – The Bus Ride		Using stories – Rocket to space		Using Stories – We're Going on a Bear Hunt	

Lavender 2 Long Term Plan
Year B

	Autumn		Spring		Summer	
	Ourselves/My Community		Transport/Space		Food/Summer	
English	Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing		Developmental skills – S&L, reading, writing	
	Non – Fiction Labelling	Traditional Tales	Rhymes, poems and action verses	Growing Stories	Non-Fiction Information Text	Animal Stories
Maths	Number & using and applying (NCETM)		Number & using and applying (NCETM)		Number & using and applying (NCETM)	
	Measure – Capacity and volume	Geometry – Position and direction	Measure – Time	Geometry – 2D Shape	Measures – Weight	Geometry – 3D Shape
Science	Animals inc humans	Living things and their habitats	Living things and their habitats	States of matter	Sound	Electricity
Inclusion Opportunities with Mainstream Class	Introductory practical lesson	Introductory practical lesson	Introductory practical lesson	Investigation	Introductory practical lesson	Introductory practical lesson Investigation
ICT	Cause and effect toys		ICT purposefully to interact		Taking and printing photos	
Art/DT	Mechanisms and structures	Drawings and Sketchbooks Christmas Crafts	Textiles	Surface and colour Easter Crafts	Cooking and Nutrition	3D dimensions
Inclusion Opportunities with Mainstream Class	Introductory practical lesson	Christmas Cards		Easter Cards		
Geography/History	History Tudors	Geography Little Hulton	History Romans	Geography Seaside	History Vikings	Geography Manchester and Africa
Inclusion Opportunities with Mainstream Class	Workshop?	Class Trip Local Walk	Workshop?	Beach Trip	Workshop?	
PSHE	Families and relationships British Value	Health and Wellbeing British Value	Economic Wellbeing British Value	Citizenship British Value	Safety and the changing body British Value	Transition British Value

	Playtime	Playtime	Playtime	Playtime	Playtime	Playtime
RE	Myself and belonging Harvest Festival	Celebrations Rama and Sita – Hindu story Diwali - festival of light	Special stories Chinese New Year Islam Eid	Special Places Easter	Celebrations and caring Hindu childhood celebrations	Living together - community Buddhist festivals
Inclusion Opportunities with Mainstream Class	Assembly	Church Christmas Pantomime		Assembly		
Music					Beat	
PE	Body awareness and Sensory Regulation *Exploring movement and sensory input*		Motor Skills and Control *Dance and Gymnastics* *Ball Skills*		Co-operation and Physical confidence *Athletics*	
Drama	Through stories and festivals		Speech Bubbles		Through stories and festivals.	