

PRINCES PRIMARY SCHOOL CURRICULUM OVERVIEW

SEMH INCLUDING PLAY

- Cooperative Play
Self Regulation
FORMAL
- Social Play
Self Regulation with Support
SEMI-FORMAL+
- Associative Play
Parallel Play
Onlooker Play
Emerging Self Regulation
SEMI-FORMAL
- Onlooker Play
Solitary Play
Mutual Regulation
PRE-FORMAL+
- Solitary Play
Unoccupied Play
Tolerating Mutual Regulation
PRE-FORMAL

INDEPENDENT LIVING SKILLS

- Social Etiquette
Instinctive / Independent Personal Care
Independently Following Personal Care Routines
Independently Keeping Safe and Knowing Why
Making Choices, Commenting, Describing
Functional Maths / Literacy
FORMAL
- Independent Personal Care
SEMI-FORMAL+
- To Keep Safe with Prompts
Independent in Personal Care with Prompts
Communicating Needs and Wants
Making a Variety of Choices
SEMI-FORMAL
- Communicating Basic Needs
Making Choices
Cooperate with Personal Care
PRE-FORMAL+
- Tolerate Personal Care
Tolerate being Kept Safe
Expressing Basic Needs
Exploring Resources Related to Personal Care
PRE-FORMAL

COGNITION & LEARNING

- Application of Knowledge and Skills Based Learning
Adapted National Curriculum Subjects
Behaviour For Learning
Integrated and Extended Attention
FORMAL
- Complex Subject Knowledge (UW, EAD, RE)
English and Maths (Applying Functional Skills)
Communication and Language, Physical Development and RSE
Shared and Sustained Attention
SEMI-FORMAL+
- Basic Subject Knowledge (UW, EAD, RE)
English and Maths (Functional Skills)
Communication and Language, Physical Development and PSED
Single Channelled and Focusing Attention
SEMI-FORMAL
- Encountering (Topics)
Communication and Language, Physical Development and PSED
Readiness For Learning
Rigid Attention
PRE-FORMAL+
- Encountering (Topics)
Developing Interests / Motivators
Communication and Language, Physical Development and PSED
Connecting and Responding
Engagement Model
Fleeting Attention
PRE-FORMAL

SENSORY & PHYSICAL

- Academic Learning
Behaviour
Daily Living Activities
Self Regulation
FORMAL
- Academic Learning
Self Regulation with Support
SEMI-FORMAL+
- Visual Spatial Perception
Auditory Language Skills
Emerging Self Regulation
SEMI-FORMAL
- Hand Eye Coordination
Motor Planning
Postural Security
Awareness of Two Sides of Body
Mutual Regulation
PRE-FORMAL+
- Gustatory
Auditory Visual
Olfactory Proprioception
Vestibular Tactile
Tolerating Mutual Regulation
PRE-FORMAL

COMMUNICATION & INTERACTION

- Two Way Conversations
Communicating With Others
Understanding Social Interactions
Using Grammar
Speaking Clearly
FORMAL
- Saying Complex Sentences (Communicative Intent - Comments, Questions and Responses)
Understanding Complex Sentences
SEMI-FORMAL+
- Saying Simple Sentences (Communicative Intent - Comments, Requests, Greetings)
Understanding Sentences
Remembering
SEMI-FORMAL
- Understanding a Wider Range of Words
Saying Words
PRE-FORMAL+
- Understanding Core Words
Concentrating
Hearing and Looking
PRE-FORMAL

Blank 3+
Secure Blank 2
Blank 2
Blank 1 - Blank 2
Blank 1 - Blank 1
Pre-Blank - Blank 1

WELL-BEING

Self Actualisation (Morality, Creativity, Spontaneity, Problem Solving, Lack of Prejudice, Acceptance of Others, Interpersonal Relationships, Behavioural Regulation) **Esteem** (Attempting Daily Tasks, Making Choices, Developing Confidence, Mutual Love and Respect) **Love / Belonging** (Intensive Interaction, Accessible Resources, Social Relationships, Communicating Needs) **Safety** (Sensory Regulation, Routines, Home-School Consistency, Appropriate Learning Environments, Correct Use of Language, Visuals) **External Factors** (Family Situation, Conflict, Change of Circumstance and Routine) Physiological (Eating, Sleeping, Hydration, Sleep, EHCP, EHAT, Multi-Agency)

