## **Autism Provision – The Burrow**

## Cycle 1

| Curriculum                               | Subject                    | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |  |  |
|--|----------------------------|--|--|--|---|--|---|--|--|
| Theme                                    |                            | Around the world   | Monsters & Mythical<br>Creatures   | Inventions that Changed<br>the World   | Blue Abyss  | Heroes and<br>Villains   | Step into<br>Sunshine   |  |  |
| Reading,<br>Communication and<br>English | Communication              | Creating an environment, which is language rich<br>Students will have opportunities within their daily timetable to develop their communication skills<br>Students will use topic vocabulary, signs and symbols, communication books, word mats and language apps throughout their weekly curriculum<br>Each session will focus on using technology to facilitate learning and to improve students understanding of emotions and self-regulation<br>Students will use a personalised communication approach to access all parts of the curriculum<br>Targets will be reviewed throughout the year to develop key aspects of communication and interaction skills |  |  |   |  |   |  |  |
|  | Phonics and<br>Calligraphy |  | Students will develop their understanding of sound sets 3-5.<br>Developing letter formation including ascenders and descenders<br>Capital and lower-case letters<br>Including full stops and other punctuation |  |   |  |   |  |  |
|  | Reading                    | Identifying genres<br>of interest to<br>develop a love of<br>reading   | <b>To develop a love of</b><br><b>reading</b><br>The Dragon Machine<br>The Firebird  | To develop a love of<br>reading<br>Inventors: incredible<br>stories of the world's<br>most ingenious<br>inventions<br>The Little Inventors<br>handbook | <b>To develop a love of</b><br><b>reading</b><br>From shore to Ocean<br>floor<br>The Big book of the blue | <b>To develop a love</b><br>of reading<br>Marvel and DC<br>stories | To develop a love<br>of reading<br>Up in the garden<br>and down in the<br>dirt<br>The wretched<br>waterpark |  |  |
|  | English                    | Reading comprehension  | Creative writing   | Biographies and<br>Autobiographies   | Non-chronological<br>Reports  | Comic books  | Poems   |  |  |
| STEM                                     | Science                    | Working<br>Scientifically  | Forces and Magnets<br>Light and Sound  | Living things and their<br>habitats  | Animals, including<br>humans  | Rocks and Earth  | Plants and Nature   |  |  |
|  | Computing                  | Understanding<br>common<br>terminology   | Accessing the internet<br>safely<br>Use a search engine  | Create a document<br>Copy and paste  | Create a power point  | Common uses of<br>IT in the wider<br>world                         | Create a simple<br>program  |  |  |
|  | Mathematics                | Number and Place<br>value  | Calculation – Addition<br>and Subtraction  | Calculation –<br>Multiplication and<br>Division  | Measurement and Shape   | Money  | Time  |  |  |

|                             | Music                           | Music from<br>different cultures<br>and the use of<br>music in different<br>cultures/<br>performance of<br>songs | Music used in films –<br>Performance music                                    | What music inspires you?<br>What do you feel when<br>listening to specific songs<br>and the emotions<br>conveyed? | Soundscapes – creating<br>underwater sounds from<br>everyday materials         | Tempo, Pace and<br>Rhythm                                       | Songs of the<br>Summer                                  |  |
|-----------------------------|---------------------------------|--|---|---|--|---|---|--|
| Creative Arts               | Drama                           | Learning basic<br>drama skills   | Christmas performance   | Expressing your feelings<br>and emotions through<br>the medium of drama   | Learning listening skills<br>through drama games                               | Community visits  | Community visits  |  |
| Independence,<br>Health and | Art and<br>Design               | Art from around<br>the world.<br>Basic skills:<br>drawing/sketching<br>painting.                                 | Doodle characters<br>3D monsters from clay                                    | How we create materials<br>Make our own art tools<br>and paints   | Observational skills in<br>drawing<br>Printmaking                              | Life size masks<br>Mixed media and<br>short animations          | Landscapes and<br>sunlight<br>Colour mixing             |  |
|                             | P.E                             | OAA Team<br>building<br>Communication<br>Kinball<br>Confidence;<br>Competence                                    | Invasion Games<br>Communication/Challenge<br>Competence<br>Gymnastics (floor) | Health related fitness<br>Challenge<br>Gymnastics – vaulting<br>Communication/Creativity                          | Net Games<br>Communication/Challenge<br>Invasion Games<br>Confidence/Challenge | Tennis<br>Competence;<br>Confidence<br>Striking and<br>Fielding | Athletics/ HRF<br>Challenge<br>Striking and<br>Fielding |  |
|                             | Sensory<br>Regulation -1        | Zones of<br>regulation /<br>Chirpy/<br>Proprioceptive<br>system  | Zones of regulation /<br>Chirpy/ vestibular system                            | Zones of regulation /<br>Chirpy/ Visual System  | Zones of regulation /<br>Chirpy/ Olfactory system                              | Zones of<br>regulation /<br>Chirpy/ Auditory<br>System          | Zones of<br>regulation /<br>Chirpy/ Tactile<br>System   |  |
| Emotional<br>Wellbeing      | RSE                             | Friendship – What<br>makes a good<br>friend?   | Winning and losing  | When things go wrong  | Problem/Conflict<br>Resolution   | Families  | Growing up and<br>Changing                              |  |
|                             | Wellbeing                       |  | Healthy Minds   |   |  |   |   |  |
|                             | Cooking                         | Developing basic cooking skills  | Meals for breakfast   | Meals for lunch   | Meals for dinner   | Planning meals  | Shopping/budgeting                                      |  |
|                             | Sensory<br>Regulation - 2       | Recognising and<br>understanding<br>emotions   | Resilience and my positive growth mindset                                     | Me and my Autism  | Self-regulation  | Community visits  | Community visits  |  |
| Humanities                  | Geography,<br>History and<br>RE | <b>Geography</b><br>Continents and<br>Countries  | History<br>Historical figures   | History<br>Anglo Saxons and the<br>Scots  | <b>Geography</b><br>Oceania  | <b>History</b><br>Vikings                                       | Geography<br>Geography skills<br>and fieldwork          |  |

## **Autism Provision – The Burrow**

## Cycle 2

| Curriculum             | Subject                    | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |  |  |
|------------------------|----------------------------|--|--|--|---|---|--|--|--|
| Theme                  |                            | Jurassic World   | Storytellers   | Extreme Earth  | Castles and Knights   | Amazing Animals   | Festivals  |  |  |
|                        | Communication              | Creating an environment, which is language rich<br>Students will have opportunities within their daily timetable to develop their communication skills<br>Students will use topic vocabulary, signs and symbols, communication books, word mats and language apps throughout their weekly curriculum<br>Each session will focus on using technology to facilitate learning and to improve students understanding of emotions and self-regulation<br>Students will use a personalised communication approach to access all parts of the curriculum<br>Targets will be reviewed throughout the year to develop key aspects of communication and interaction skills |  |  |   |   |  |  |  |
|                        | Phonics and<br>Calligraphy |  | Students will develop their understanding of sound sets 3-5.<br>Developing letter formation including ascenders and descenders<br>Capital and lower-case letters |  |   |   |  |  |  |
| Communication          | SPAG                       | Students will develop their understanding of spelling, punctuation and grammar.  |  |  |   |   |  |  |  |
| Reading and<br>English | Reading                    | Identifying genres<br>of interest to<br>develop a love of<br>reading<br>When dinosaurs<br>roamed the earth<br>The Ice Monster  | <b>To develop a love of</b><br><b>reading</b><br>The Brothers Grimm  | To develop a love of<br>reading<br>The Big Earth Book<br>Everything volcanoes<br>and earthquakes | To develop a love of<br>reading<br>Dark Knights and Dingy<br>Castles<br>If you were a kid in a<br>medieval castle | To develop a love of<br>reading<br>Why the Whales<br>Came?<br>Tales of Amazing<br>Animal Heroes | To develop a love<br>of reading<br>We all belong<br>A year full of<br>celebrations |  |  |
|                        | English                    | Non chronological<br>reports   | Creative Writing   | Media  | Traditional Tales   | Reading<br>comprehension  | Poetry   |  |  |
|                        | Communication<br>games     | Friendship – What<br>makes a good<br>friend?   | Winning and losing   | When things go wrong   | Problem/ Conflict<br>resolution   | Families  | Growing up and<br>Changing   |  |  |
| STEM                   | Science                    | Working scientifically   | Living things and their<br>habitats  | Earth and Space  | Properties of materials   | Evolution   | Forces   |  |  |
|                        | Computing                  | Developing basis computer skills throughout the curriculum   |  |  |   |   |  |  |  |
|                        | Mathematics                | Number and place<br>value  | Calculation  | Calculation  | Fractions   | Geometry  | Statistics   |  |  |

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|-----------------------------|---------------------------------|--|--|--|--|--|---|--|
| Creative Arts               | Drama                           | Learning basic<br>drama skills   | Christmas production   | Expressing your feelings<br>and emotions through<br>the medium of drama                  | Learning listening skills through drama games                                  | Animal Drama   | Festivals   |  |
|                             | Art and Design                  | Dinosaur Models  | Illustrating a children's book.  | Extreme Weather Craft  | Historical Art   | Animal Art   | Create festival<br>decorations and<br>posters           |  |
| Independence,<br>Health and | P.E                             | OAA Team building<br>Communication<br>Kinball<br>Confidence;<br>Competence                           | Invasion Games<br>Communication/Challenge<br>Competence<br>Gymnastics (floor)  | Health related fitness<br>Challenge<br>Gymnastics – vaulting<br>Communication/Creativity | Net Games<br>Communication/Challenge<br>Invasion Games<br>Confidence/Challenge | Tennis<br>Competence;<br>Confidence<br>Striking and<br>Fielding  | Athletics/ HRF<br>Challenge<br>Striking and<br>Fielding |  |
|                             | Sensory<br>regulation – 1       | Zones of regulation<br>/ Proprioceptive<br>system  | Zones of regulation /<br>vestibular system   | Zones of regulation /<br>Visual System   | Zones of regulation<br>Olfactory system  | Zones of regulation<br>/ Auditory System                         | Zones of<br>regulation /<br>Tactile System              |  |
|                             | Sensory<br>regulation – 2       | Recognising and<br>understanding<br>emotions   | Resilience and my positive growth mindset  | Me and my Autism   | Self-regulation  | Using my self-regulation tool in school and in the community     |   |  |
|                             | RSE                             | The way we think   | Let's agree to disagree  | Growing up sensory   | The sensory world<br>around me   | Gender who?  | Gender you?   |  |
| Emotional                   | Wellbeing                       | Healthy minds  |  |  |  |  |   |  |
| Wellbeing                   | Cooking                         | Developing basic<br>cooking skills   | Plan a festive meal  | Creating a menu  | Cooking from a recipe  | Vegetarian   | Food restrictions                                       |  |
|                             | Community<br>Visits             | Accessing my local<br>community –<br>Swimming at<br>Waterfield Leisure<br>centre                     | Accessing my local<br>community –<br>Accessing Local Libraries   | Accessing my local<br>community –<br>Leicester Outdoor<br>Pursuit Centre                 | Accessing my local<br>community –<br>Exploring the wood                        | Accessing my local<br>community –<br>Farms and Animal<br>Therapy | Accessing my<br>local community<br>–<br>Parks and Cafes |  |
|                             | Educational                     | Students will have an opportunity to access an education visit linked to their topic each half term. |  |  |  |  |   |  |
|                             | Visits                          | Wollerton Hall –<br>Titus The T-Rex  | Story Teller Experience  | Magna Science<br>Museum  | Warwick Castle   | West Midlands<br>Safari Park                                     | Hunstanton<br>Beach                                     |  |
|                             | Residential                     | Students will have an  | Students will have an opportunity to access a 3 day, 2 night residential at Lea Green Outdoor Education centre. The Residential will take place from<br>Monday 27 <sup>th</sup> May – Wednesday 29 <sup>th</sup> May 2023. |  |  |  |   |  |
| Humanities                  | History,<br>Geography<br>and RE | <b>History</b><br>Prehistoric remains  | History<br>Kings and Queens  | Geography<br>Weather and Seasons   | <b>History</b><br>Medieval Britain   | <b>History</b><br>Historical<br>Landmarks                        | <b>RE</b><br>Festivals and<br>Celebrations              |  |