

# Baytree School Curriculum Progression Document



Curriculum area	Early Years Department Play and exploration	Middle Years Department Creativity and outdoor learning	Upper School Department Functional skills & preparation for adulthood
<p><b>Reading</b></p>	<p><b>Pre-learning and consolidation activities:</b></p> <ul style="list-style-type: none"> <li>❖ Sensory tuff trays</li> <li>❖ Role-play</li> <li>❖ Play-task boxes</li> <li>❖ 1:1 reading sessions</li> <li>❖ Bucket time</li> <li>❖ Theme based songs and rhymes</li> <li>❖ Group music therapy sessions</li> <li>❖ Drumming and resonance board sessions</li> <li>❖ Circle time</li> <li>❖ Symbols, signs and words within the play environment.</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>❖ Theme based book corner</li> <li>❖ Story massage</li> <li>❖ Sensory story</li> <li>❖ Resonance board story</li> <li>❖ Musical story</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>❖ Monster Phonics</li> <li>❖ Exploration based activities</li> <li>❖ Activities supporting the theme, e.g. Christmas sounds</li> <li>❖ Mixed class phonic groups</li> </ul> <p><b>Reading programme</b></p> <ul style="list-style-type: none"> <li>❖ BugClub</li> <li>❖ See and learn</li> </ul> <p><b>Learning environment</b></p>	<p><b>Pre-learning and consolidation activities:</b></p> <ul style="list-style-type: none"> <li>❖ TEACCH tasks</li> <li>❖ Guided Reading</li> <li>❖ 1:1 reading sessions</li> <li>❖ Following instructions</li> <li>❖ Outdoor learning – looking for signs</li> <li>❖ Attention Autism</li> <li>❖ Noisy or touchy, feely books.</li> <li>❖ Songs and rhymes</li> <li>❖ Identifying photos, their printed name or locating “their” sound &amp; looking in the mirror</li> <li>❖ Visual fixation &amp; tracking</li> <li>❖ Following a visual timetable using objects of reference, song cues, TOBIs, photos, symbols.</li> <li>❖ Recognition of objects, photos of objects and people</li> <li>❖ Story sequencing and matching</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>❖ Sensory stories and role play</li> <li>❖ Book corner</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>❖ Monster Phonics</li> <li>❖ Phonic groups</li> <li>❖ Colourful semantics – topic based</li> <li>❖ Topic based phonics e.g. sounds in different environments</li> </ul>	<p><b>Learning activities</b></p> <ul style="list-style-type: none"> <li>❖ Linked to Preparation for Adulthood areas (PfA): Community, friends and relationships; good health; independence; employability</li> <li>❖ Reading for communication</li> <li>❖ Functional TEACCH tasks</li> <li>❖ Functional work box tasks</li> <li>❖ Functional reading tasks</li> <li>❖ Reading in functional tasks and environments (BayWood Shop, school flat etc)</li> <li>❖ Reading in the community (supermarket, leisure centre, health facilities etc)</li> <li>❖ Reading for independence</li> <li>❖ Recognition of objects, photos, people including outside of school</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>❖ Magazines, booklets</li> <li>❖ Use of local community facilities, e.g. library.</li> <li>❖ Sensory stories (leisure choices, life skills related)</li> <li>❖ Reading in leisure</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>❖ Learner specific phonics</li> <li>❖ Functional phonics</li> </ul> <p><b>Reading programme</b></p> <ul style="list-style-type: none"> <li>❖ Project X</li> </ul>

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	<ul style="list-style-type: none"> <li>❖ Indoor and outdoor provision to support the development and generalisation of skills through play.</li> <li>❖ Interactive displays</li> <li>❖ Role-play area includes resources to support generalisation of skills through play.</li> </ul>	<p><b>Reading programme</b></p> <ul style="list-style-type: none"> <li>❖ Oxford Owls reading programmes</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Individual and group sessions</li> <li>❖ Reading around school and local environment e.g. looking for signs, following transitional cues</li> <li>❖ Interactive displays</li> <li>❖ Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rapid Readers</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Transferring skills from the classroom to the community</li> <li>❖ Individual and small group sessions</li> <li>❖ Reading in school, local and wider community</li> </ul> <p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>❖ KS5- AQA unit award scheme (units personalised to learner)</li> </ul>
<p><b>Writing</b></p>	<p><b>Fine and gross motor skills</b></p> <ul style="list-style-type: none"> <li>❖ Sensory tuff trays</li> <li>❖ Play-task boxes</li> <li>❖ Outdoor provision, e.g. exploring different textures and materials in the sand pit, water play.</li> <li>❖ Indoor provision, e.g. motor skills tuff tray</li> <li>❖ Fine and gross motor movements in imaginative play e.g. role play shop.</li> <li>❖ Gross motor skills in busy bugs gym</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>❖ Early mark-making, e.g. messy play</li> <li>❖ Exploring and using different writing equipment in play</li> <li>❖ Drawing shapes, patterns and letter shapes in play</li> <li>❖ Letter formation rhymes</li> </ul>	<p><b>Pre-learning and consolidation activities:</b></p> <ul style="list-style-type: none"> <li>❖ Sensory exploration e.g. foam, playdough</li> <li>❖ Fine motor tasks e.g. slotting shapes, threading</li> <li>❖ Grip strengthening – squeezing objects</li> <li>❖ Finger gym</li> <li>❖ TEACCH tasks</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>❖ Mark making</li> <li>❖ Mark making for purpose e.g. create picture</li> <li>❖ Water painting</li> <li>❖ Exploring different writing tools</li> <li>❖ Tracing lines and shapes</li> <li>❖ Tracing large letters and numbers</li> <li>❖ Tracing smaller letters and numbers</li> <li>❖ Copy writing</li> </ul>	<p><b>Fine and gross motor skills:</b></p> <ul style="list-style-type: none"> <li>❖ Sensory exploration e.g. sensory cooking, sensory enterprise</li> <li>❖ Gross and fine-motor skills for independent living, e.g. using kitchen equipment.</li> <li>❖ Functional fine motor tasks e.g. handling coins, opening boxes, using pegs</li> <li>❖ Switch work, e.g. for leisure and independent living</li> <li>❖ Functional hand strength and grip activities</li> <li>❖ Dough Disco</li> <li>❖ Functional TEACCH tasks</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>❖ Learning and using vocabulary for the community, college and life-skills.</li> <li>❖ Mark making in functional tasks, e.g. marking off items on a shopping list.</li> <li>❖ Colourful semantics</li> </ul>

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	<ul style="list-style-type: none"> <li>❖ Role play corner, e.g. writing shopping list in kitchen.</li> <li>❖ Writing in play, e.g. writing a list of friends to invite to a teddy bears picnic, writing in role play corner</li> <li>❖ Ipad and interactive games and programmes</li> <li>❖ Sequencing photos/pictures/symbols to create simple stories</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Indoor and outdoor provision to support the development and generalisation of skills through play.</li> <li>❖ Child initiated play</li> <li>❖ Role-play area includes resources to support generalisation of skills through play</li> </ul>	<ul style="list-style-type: none"> <li>❖ IPAD and interactive board games and programmes</li> <li>❖ Sequencing photos/pictures and symbols to create shopping lists, instructions etc.</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Indoor group or individual sessions</li> <li>❖ Outdoor learning</li> <li>❖ Shared play</li> <li>❖ Sensory play</li> <li>❖ TEACCH sessions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sequencing photos / symbols / words for recipes, instructions, lists etc.</li> <li>❖ Composing text using communication aids in the community and in leisure activities, e.g. in a café or leisure facility.</li> <li>❖ Writing in functional situations in school, the local and wider community, e.g. enterprise, work experience, life skills, job applications.</li> <li>❖ Writing for leisure, e.g. letter, email</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Transferring skills from the classroom to the community</li> <li>❖ Individual and small group sessions</li> <li>❖ Writing in school, college, local and wider community</li> </ul> <p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>❖ KS5- AQA unit award scheme (units personalised to learner)</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>❖ Identify and establish an appropriate AAC system for each new learner</li> <li>❖ AAC systems are used in play, choosing and self-expression</li> <li>❖ Play based curriculum e.g. using their AAC system in role-play</li> <li>❖ We begin to introduce them to using their AAC systems functionally, e.g. in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Building upon and developing established individual communication systems</li> <li>❖ Develop means of communicating preferences and build personal interests</li> <li>❖ Extending vocabulary</li> <li>❖ Use of prepositions and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>❖ Linked to PfA outcomes</li> <li>❖ Continued development of established individual communication systems.</li> <li>❖ Increasing independence in using AAC.</li> <li>❖ AAC systems developed and used in community, leisure and work</li> <li>❖ Development of vocabulary relevant to life post Baytree</li> </ul>

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	<ul style="list-style-type: none"> <li>❖ TAC Pac based on department 'theme/topic'</li> <li>❖ Dance Massage based on department 'theme/topic'</li> <li>❖ Circle time – greetings peers</li> <li>❖ Transitions</li> <li>❖ Using communication systems to interact and communicate with adults and peers within the school community.</li> <li>❖ We introduce and begin developing new vocabulary through stories and play opportunities that focus on a department 'theme'</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Indoor and outdoor provision supports the development and generalisation of skills through play.</li> <li>❖ Interactive displays</li> <li>❖ Role-play area includes resources to support generalisation of skills through play</li> <li>❖ Snack time</li> <li>❖ Child-initiated play</li> </ul>	<ul style="list-style-type: none"> <li>❖ Topic and target based communication – responding to questions</li> <li>❖ Encouraging independent communicating</li> <li>❖ Intensive Interaction</li> <li>❖ Tac Pac</li> <li>❖ Dance Massage</li> <li>❖ On body signs</li> <li>❖ Sound cues</li> <li>❖ Talk mats</li> <li>❖ Responding using body language/facial expressions</li> <li>❖ Choice making throughout the day, e.g. toys and activities using objects, objects of reference, TOBIs, photos or symbols.</li> <li>❖ Expressing whether they wish an activity to continue or stop via vocalisations, facial expression, body language or use of communication aids.</li> <li>❖ Visual fixation &amp; tracking.</li> </ul> <p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>❖ Integrated throughout the whole day</li> <li>❖ Outdoor learning</li> <li>❖ Choosing time</li> <li>❖ Meal times</li> <li>❖ Topic work</li> <li>❖ 1:1 work</li> <li>❖ Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>❖ Responding and communicating with people outside of school, e.g. Weston college, local shops</li> <li>❖ Communicating outside of the school community</li> <li>❖ Communication with unfamiliar and new people</li> <li>❖ Transitioning to places in the community- development of objects of reference, photos, symbols etc.</li> <li>❖ Expressing choices, opinions, directions etc</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Integrated throughout the whole day</li> <li>❖ 1:1, small group and whole group session</li> <li>❖ Learning in classroom, the local and wider community</li> <li>❖ Role-play opportunities</li> <li>❖ Learning throughout leisure opportunities</li> <li>❖ Learning in work and enterprise</li> </ul> <p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>❖ KS5- AQA unit award scheme (units personalised to learner)</li> </ul>
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<p><b>Maths</b></p>	<p><b>Pre-learning and consolidation activities:</b></p> <ul style="list-style-type: none"> <li>❖ Sensory tuff trays</li> <li>❖ Role-play</li> <li>❖ Play-task boxes</li> <li>❖ Nursery rhymes and number songs</li> <li>❖ Helpkidzlearn</li> <li>❖ Bucket time</li> <li>❖ Circle time – days of the week, number of children, date</li> <li>❖ Snack time</li> <li>❖ Bucket time</li> <li>❖ Sensory cooking</li> <li>❖ Outdoor provision – mud kitchen, skittles, social games e.g. what's the time Mr.Wolf</li> <li>❖ Indoor provision - Number or number themed tuff tray e.g. shape hunt, role-play area</li> </ul> <p><b>Continuous provision</b></p> <ul style="list-style-type: none"> <li>❖ Indoor and outdoor provision to consolidate and extend the development and generalisation of skills through play.</li> <li>❖ Interactive displays</li> <li>❖ Role-play area includes resources to support generalisation of skills through play</li> <li>❖ Numbers and symbols within the play environment</li> <li>❖ Accessible games and resources for learners to explore</li> </ul>	<p><b>Pre-learning and consolidation activities:</b></p> <ul style="list-style-type: none"> <li>❖ TEACCH tasks</li> <li>❖ Games – physical/board/ICT</li> <li>❖ 1:1 maths work</li> <li>❖ Age appropriate songs and resources (bespoke/child interest led)</li> <li>❖ Topic number work</li> <li>❖ Categorising</li> <li>❖ Shape/colour treasure hunts</li> <li>❖ Attention Autism</li> <li>❖ Cause and effect activities e.g. switches, respond to sound</li> <li>❖ Functional – counting out bowls for snack time</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Indoor group or individual sessions</li> <li>❖ Outdoor learning</li> <li>❖ Games</li> <li>❖ Cooking</li> <li>❖ Shared play</li> <li>❖ Sensory room</li> <li>❖ Sensory Den</li> </ul>	<p><b>Learning activities</b></p> <ul style="list-style-type: none"> <li>❖ Linked to the PfA outcomes</li> <li>❖ Functional TEACCH tasks</li> <li>❖ Functional work box tasks</li> <li>❖ Functional maths- use in leisure, enterprise, independent living skills</li> <li>❖ Number: using number in leisure, games and the community, e.g. reading bus numbers</li> <li>❖ Time: ordering events, identifying the time of events, timetables</li> <li>❖ Money: finding the correct money, budgeting</li> <li>❖ Shape, space and measure: using shapes in design</li> </ul> <p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>❖ Individual 1:1 or small group sessions.</li> <li>❖ Transferring skills from the classroom to the community</li> <li>❖ Maths in function tasks and environments (e.g. using money when shopping; reading numbers on washing machine at school flat)</li> <li>❖ Maths in the community (using money in shops, leisure centre etc; reading bus numbers)</li> </ul> <p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>❖ KS5- AQA unit award scheme (units personalised to learner)</li> </ul>
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<p><b>PSHE/RSE and Independence</b></p>	<ul style="list-style-type: none"> <li>❖ Personal, social and emotional development</li> <li>❖ Self-regulation</li> <li>❖ Managing self</li> <li>❖ Building relationships</li> <li>❖ Anatomy – body parts</li> <li>❖ Anatomy – functions of bones and muscles</li> <li>❖ Body ownership – PANTS</li> <li>❖ Exploration of healthy eating – food play and sensory cooking</li> <li>❖ Self-care skills e.g. oral hygiene, toilet training, hand washing</li> <li>❖ Understanding of basic feelings and emotions– sad, happy, worried, angry</li> <li>❖ Opportunities for learners to explore techniques and tools that may help learners to self-regulate.</li> <li>❖ Begin to develop a sensory programme for individual learners</li> <li>❖ Self-help skills – putting on/ taking off own clothing, using cutlery, etc.</li> <li>❖ Play – turn taking, sharing, waiting, rules and choices, self-awareness, self-confidence, wellbeing</li> <li>❖ Circle time – learning their peers names, choosing who to greet, building relationships with peers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teaching how to make healthy choices</li> <li>❖ Building independence with self-care skills</li> <li>❖ Building self-awareness</li> <li>❖ Recognising and managing emotions</li> <li>❖ Changing and Growing</li> <li>❖ Taking responsibility around the school, home and environment</li> <li>❖ Road safety skills</li> <li>❖ Making independent decisions</li> <li>❖ Opportunities to express their likes, dislikes and preferences, e.g. choice of toys, activities, whether they want an activity to continue or stop.</li> <li>❖ Shared play</li> <li>❖ Participate in group games to increase their awareness of others</li> <li>❖ Turn taking activities with their peers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Linked to the PfA outcomes</li> <li>❖ Managing own health as learner moves into adulthood</li> <li>❖ Careers and independent living- developing opinions and making choices about their future</li> <li>❖ Making choices about learners’ future</li> <li>❖ Access the community and feel safe</li> <li>❖ Develop relationships in college and outside of school</li> <li>❖ Maintain and develop friendships and relationships</li> <li>❖ Self-awareness: who I am; personal strengths; managing pressure</li> <li>❖ Self-care, support and safety: keeping safe; public and private; emergency situations</li> <li>❖ Managing emotions: relationships; managing emotions in different situations</li> <li>❖ Changing and growing: puberty, relationships</li> <li>❖ Healthy lifestyles: meal choices; mental well-being</li> <li>❖ The world I live in: diversity; managing finances</li> <li>❖ <b>Accreditation</b></li> <li>❖ KS5- AQA independent living skills (subject specific or sensory learner route)</li> </ul>
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<p><b>Physical</b></p>	<p><b>2 hours of physical activity a day delivered through:</b></p> <ul style="list-style-type: none"> <li>❖ Self-initiated play opportunities, e.g. cutting skills, climbing skills</li> <li>❖ Outdoor provision, e.g. obstacle course</li> <li>❖ Indoor provisions e.g. mark making</li> <li>❖ Sensory tuff trays – theme based</li> <li>❖ Monday afternoon shared PE slot</li> <li>❖ Sensory PE e.g. sensory yoga</li> <li>❖ Busy bugs gym</li> <li>❖ Weekly age-appropriate dance/Pilates/physio sessions</li> <li>❖ Therapeutic provisions including horse riding, Flamingo Chicks, hydrotherapy</li> <li>❖ External sporting events and competitions– age appropriate</li> </ul> <p><b>Adult-led and supported activities that develop the skills of:</b></p> <ul style="list-style-type: none"> <li>❖ safety on equipment</li> <li>❖ sharing</li> <li>❖ turn taking</li> <li>❖ waiting</li> <li>❖ balance</li> <li>❖ coordination</li> <li>❖ gross-motor skills</li> <li>❖ fine-motor skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Physical skills through experiencing a range of different sports</li> <li>❖ Yoga</li> <li>❖ Bristol Bears Dance Time</li> <li>❖ Out of school instructors</li> <li>❖ Tracing and sensory mark making</li> <li>❖ Fine motor development, e.g. Holding, manipulating and releasing objects.</li> <li>❖ Developing awareness of hands &amp; body parts through massage.</li> <li>❖ Switch operation</li> <li>❖ Hydrotherapy</li> <li>❖ Outdoor learning</li> <li>❖ Physiotherapy</li> <li>❖ Sensory Diets</li> <li>❖ Sensory exploration/Messy play</li> <li>❖ Specialised therapeutic provision</li> <li>❖ Teaching safe exercise</li> <li>❖ Healthy living</li> <li>❖ Rebound therapy</li> <li>❖ Personalised equipment; splints, gaiters, standing frames, tilt table</li> <li>❖ Passive movement</li> </ul>	<ul style="list-style-type: none"> <li>❖ Linked to the PfA outcomes</li> <li>❖ Functional fine motor activities</li> <li>❖ Switch operation for functional skills and leisure</li> <li>❖ Therapeutic provisions: Hydrotherapy, Physiotherapy (in community where appropriate)</li> <li>❖ Mixed tutor group PE sessions: learners making choices of exercise</li> <li>❖ Sensory PE sessions, e.g. sensory dance</li> <li>❖ Using exercise in leisure.</li> <li>❖ Exercise in the community e.g. using the gym, public swimming pool, Katananu</li> <li>❖ How to exercise safely, e.g. warming up, using weights, risk assessment during exercise</li> <li>❖ Specialised instructors, e.g. Bristol Bears Spectrum Sports; Table Cricket</li> <li>❖ KS4- Duke of Edinburgh Award</li> </ul>
<p><b>Home learning</b></p>	<p><b>National curriculum level learners</b></p>	<p><b>National curriculum level learners</b></p>	<ul style="list-style-type: none"> <li>❖ Reading for leisure</li> </ul>

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	<ul style="list-style-type: none"> <li>❖ Reading book to go home and reading record to be checked once a week. Books to reflect the GPCS taught in class.</li> <li>❖ Weekly math worksheet to go home</li> <li>❖ Optional termly 'challenge' based on the class theme.</li> </ul> <p><b>Subject specific learners</b></p> <ul style="list-style-type: none"> <li>❖ Reading book to go home and reading record to be checked once a week. Books to reflect the GPCS taught in class.</li> <li>❖ Ideas sheet for play-based math activities to generalise skills at home, e.g. measure – bake a cake, number – role-play shop</li> <li>❖ Optional termly 'challenge' based on the class theme.</li> </ul> <p><b>Sensory learners</b></p> <ul style="list-style-type: none"> <li>❖ Learners to choose their own library book to read at home and changed fortnightly/termly.</li> <li>❖ Optional termly 'challenge' based on the class theme.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading book to go home and reading record to be checked once a week. Books to reflect the GPCS taught in class.</li> <li>❖ Weekly math worksheet to go home</li> <li>❖ Optional termly 'challenge' based on the class theme.</li> </ul> <p><b>Subject specific learners</b></p> <ul style="list-style-type: none"> <li>❖ Reading book to go home and reading record to be checked once a week. Books to reflect the GPCS taught in class.</li> <li>❖ Ideas sheet for termly numeracy focus.</li> <li>❖ Topic homework web</li> </ul> <p><b>Sensory Learners</b></p> <ul style="list-style-type: none"> <li>❖ Learners to choose their own library book to read at home and changed fortnightly/termly.</li> <li>❖ Sensory learner homework webs</li> <li>❖ Outreach team visits and staff share termly plans and resources with outreach staff to allow learners to experience curriculum at home</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fortnightly homework webs linked to preparation for adulthood areas- sensory and subject specific webs</li> <li>❖ Termly leisure challenges</li> <li>❖ Challenging and personalised homework for individual learners</li> <li>❖ Outreach team visits to learners at home linked to class topics.</li> </ul>
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