

Engagement Pathway

The engagement model is a **structured, collaborative approach** to supporting children and young people with complex Special Educational Needs. It focuses on:

- **Child-Centered Planning:** The child's voice and aspirations are central.
- **Family Partnership:** Parents/carers actively participate in decisions.
- **Multi-Agency Collaboration:** Education, health, and social care work together.
- **Clear Process:**
 - **Assessment** of needs.
 - **Individualized planning** with agreed outcomes.
 - **Coordinated delivery** of support.
 - **Regular review and adjustment.**

Key Principles:

- Early identification, flexibility, evidence-based practice, and co-production.

Goal:

Improve outcomes, reduce service fragmentation, and build trust between families and professionals.

Pre-Key Stage Pathway

The pre-key stage curriculum provides a **framework for pupils working below the standard of the national curriculum**. It is designed to ensure **inclusive, meaningful learning** for children with significant learning difficulties, often linked to complex SEN. Key features include:

- **Purpose:** To bridge learning for pupils not yet ready for key stage expectations, focusing on **core skills in communication, cognition, and independence**.
- **Structure:**
 - **Developmental Progression:** Builds on early learning goals and prepares for formal curriculum.
 - **Subject-Specific Foundations:** Literacy, numeracy, and personal development adapted to individual needs.

Key Principles:

- **Personalised Learning:** Tailored to each child's abilities and EHCP outcomes.
- **Engagement and Practical Application:** Emphasis on real-life contexts and functional skills.
- **Assessment for Progress:** Uses engagement indicators and small-step targets rather than age-related expectations.

Goal:

Enable pupils to make **measurable progress**, develop independence, and prepare for next stages of education.

National Curriculum Pathway

This model modifies the standard national curriculum to meet the needs of pupils with significant learning difficulties, ensuring access to **essential literacy, numeracy, and communication skills**. Key features include:

- **Purpose:** To provide a **simplified, relevant curriculum** that prioritizes functional learning in English, Maths, and Communication.
- **Structure:**
 - **Reduced Breadth, Increased Depth:** Focus on foundational concepts rather than full subject coverage.
 - **Practical Application:** Learning linked to real-life contexts (e.g., money handling, reading signs).

Key Principles:

- **Personalisation:** Targets aligned with EHCP outcomes and individual abilities.
- **Small-Step Progression:** Clear, measurable milestones instead of age-related expectations.
- **Inclusive Assessment:** Emphasis on progress and engagement rather than standardized tests.

Goal:

Equip pupils with **core academic and life skills**, supporting independence and preparation for adulthood.



English / Language and Communication	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal: Engagement	All About Me	My Body	My Senses	Eating and Drinking	Moving My Body	Health and Wellbeing
Semi-Formal: Pre-Key Stage	The Gingerbread Man	I'm Going to Eat this Ant	Naughty Bus	Hattie Peck: The Journey	The Whale Who Wanted More	Supertato
Formal: National Curriculum	Year 1: Lost and Found Year 2: Troll Swap Year 3: Seal Surfer Year 4: Gorilla Year 5: Young Gifted and Black and Race to the Frozen North Year 6: King Kong	Year 1: Nibbles the Monster Year 2: The Owl who was Afraid of the Dark Year 3: Winter's Child Year 4: Leon and the Place Between Year 5: Beowulf Year 6: Can we Save the Tiger?	Year 1: The Lion Inside Year 2: The Dragon Machine Year 3: Stone Age Boy Year 4: Escape from Pompeii Year 5: Arthur and the Golden Rope Year 6: The Selfish Giant	Year 1: The Curious Case of the Missing Mammoth Year 2: Major Glad, Major Dizzy Year 3: The Big Blue Whale Year 4: Koji's Island, Amazing Islands Year 5: The Darkest Dark Year 6: Island – A Story of the Galapagos	Year 1: Toys in Space Year 2: The Last Wolf Year 3: Journey Year 4: Alba the Hundred Year Old Fish Year 5: The Paper Prince Year 6: Plastic Planet	Year 1: Goldilocks and One Bear Year 2: Grandad's Secret Giant Year 3: Zaratta Giraffe Year 4: Blue John Year 5: Radiant Child Year 6: Poetry for Children

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal: Engagement	Matching and Sorting	Exploring Quantity	Comparing Sizes	Space and Shape	Repeating	Functional Measuring
Semi-Formal: Pre-Key Stage	Matching and Sorting	Exploring Quantity	Comparing Sizes	Space and Shape	Repeating	Functional Measuring
Formal: National Curriculum	For Maths, we follow the White Rose Curriculum across all year groups.					

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Informal: Engagement	Science is included in the Humanities topics and across the thematic model
Semi-Formal: Pre-Key Stage	Science is included in the Humanities topics and across the thematic model
Formal: National Curriculum	For Science, we follow the White Rose Curriculum across all year groups

Humanities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal: Engagement	All About Me (Where I Live)	My Body (Where I Live)	My Senses (Farm Context)	Eating and Drinking (Nature)	Moving My Body (Exploring the outdoors)	Health and Wellbeing (Keeping Healthy)
Semi-Formal: Pre-Key Stage	My Family and I	Feelings and Differences	Spring and Easter	Healthy Eating and Celebrations	Growing Plants and Farm Animals	Summertime and People Who Help Us
Formal: National Curriculum: History	Year 1: Toys, Past and Present Year 2: Florence Nightingale Year 3: Stone Age to Iron Age Year 4: WW2 Year 5: Changing Roles of Women Year 6: WW1	Year 1: Intrepid Explorers Year 2: Remembrance Day Year 3: Ancient Egypt Year 4: Railway Revolution Year 5: Vikings vs Anglo Saxons Year 6: Crime and Punishment	Year 1: Castles Year 2: Communication Now and Then Year 3: Early Civilisation Year 4: Anglo Saxons, Picts and Scots Year 5: The Shang Dynasty Year 6: Medicine and Disease	Year 1: Guy Fawkes Year 2: The Great Fire of London Year 3: The Windrush Generation Year 4: The Maya Year 5: Who Were the Ancient Greeks Year 6: The Atlantic Slave Trade	Year 1: Famous Queens Year 2: Isaac Newton Year 3: British Heroes Year 4: The Indus Valley Year 5: Children in Victorian Britain Year 6: Leisure and Entertainment	Year 1: The Seaside Year 2: Mary Seacole Year 3: WW1 Year 4: The Norman Conquest Year 5: Rich and Poor Tudors Year 6: The Kingdom of Benin
Geography	Year 1: Where do I Live? Year 2: Weather Patterns Year 3: Countries of the World Year 4: Earning a Living Year 5: The UK Year 6: North America	Year 1: Four Seasons Year 2: Seas and Coasts Year 3: Where does Food Come From? Year 4: The Rainforest Year 5: Investigating Rivers Year 6: Natural Resources	Year 1: At the Farm Year 2: The World and Me Year 3: In the Desert Year 4: Volcanoes Year 5: South America Year 6: Exploring Scandinavia	Year 1: Animals Around the World Year 2: Life in the City Year 3: Our European Neighbours Year 4: Investigating Coasts Year 5: Extreme Earth Year 6: Japan Today	Year 1: Around the World Year 2: Let's Visit Australia Year 3: Settlements Year 4: Investigating India Year 5: The Grand Canyon Year 6: Exploring Africa	Year 1: Let's Go on Safari Year 2: Map Makers Year 3: The USA Year 4: Save the Orangutans Year 5: Water World Year 6: Our Local Area

Religious Studies	Year 1: Our Wonderful World Year 2: Leaders and Teachers Year 3: Signs and Symbols Year 4: Sikhism Year 5: The Christian Bible Year 6: Stories of Hinduism	Year 1: Why do Christians Give Gifts at Christmas? Year 2: Christmas Celebrations Year 3: Diwali Year 4: Christmas Journeys Year 5: Why is Muhammed Important to Muslims? Year 6: What is a Church?	Year 1: Special Books Year 2: Who was Buddha? Year 3: What do we know about Jesus? Year 4: Hindu Home and Mandir Year 5: Jewish Worship and Community Year 6: What is Qur'an?	Year 1: What did Jesus Teach Us? Year 2: Why is the Torah Special? Year 3: Jewish Celebrations Year 4: Why is Easter Important? Year 5: Buddhist Worship and Beliefs Year 6: Expressing Faith Through the Arts	Year 1: What do Hindus Celebrate? Year 2: Christian Rites of Passage Year 3: What is the Bible and Why is it Important to Christians? Year 4: Buddhist Festivals Year 5: Stories of Christianity Year 6: Sikh Worship and Community	Year 1: What do Muslims Celebrate? Year 2: What do Sikhs Believe? Year 3: Islamic Rites of Passage Year 4: Identity and Belonging Year 5: Stories of Christianity Year 6: What Happens When You Die?
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PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal: Engagement	All About Me: Families and Friendships	My Body: Respecting Ourselves and Others	My Senses: Belonging to a community	Eating and Drinking: Belonging to a Community	Moving My Body: Growing and Changing	Health and Wellbeing: Keeping Safe
Semi-Formal: Pre-Key Stage	Relationships		Living in the Wider World		Health and Wellbeing	
Formal: National Curriculum	Relationships		Living in the Wider World		Health and Wellbeing	

Arts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal: Engagement	All About Me: Identity, body-based mark making, cause and effect	My Body: Body Awareness, Pressure and Control	My Senses: Creating sounds, understanding touch, smell, taste, sights	Eating and Drinking: Exploring arts and music through food and drink	Moving My Body: How can my body create art and music	Health and Wellbeing: Calming, soothing and staying safe through Art and Music
Semi-Formal: Pre-Key Stage	All About Me	Journeys and Adventures	Out and About	Growth	Habitats	Out of This World
Formal: National Curriculum	Year 1: Mark Making – Using Drawing Tools Year 2: I am Beautiful	Year 1: Reflections on Water Year 2: Our Spaces	Year 1: Watery Weavings – Introducing Textiles	Year 1: The Seasons Year 2: Paradise Island	Year 1: Create a Flower Garden	Year 1: Moon and Space

Curriculum Overview: Supreme Start School



	Year 3: The Rainforest Year 4: Architecture, Drawing and 3D Design Year 5: Lettering and Graphic Design Year 6: Street Art	Year 3: Monsters, Sculpture and Design Year 4: Views of a Local Landmark Year 5: Photography Year 6: Urban Life	Year 2: Me, Myself and Others Year 3: Creature Construction Year 4: Local Landscapes – Painting Year 5: Me in a Box Year 6: Meaning and Symbolism in Art	Year 3: Recycled Robots Year 4: Drawn Portraits Year 5: Abstract Art Year 6: War and Conflict in Art	Year 2: Reclaimed Materials Year 3: Perfect Patterns Year 4: Future Fossils, Drawing and Sculpture Year 5: Abstract Art Year 6: New Pop Art	Year 2: Maps to Explore Identity, Journey and Imagination Year 3: Imagined Spaces Year 4: Hidden Worlds Year 5: Ceramics, Cake Culture Year 6: Creative Careers
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