

# Education Curriculum

	Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Curriculum pathway	<b>PMLD</b> Profound and Multiple Learning Disabilities	<b>Complex SLD. SDL/Autism</b> Working consistently and over time at the most complex end of the SDL spectrum	<b>SLD, SLD/Autism</b> Working consistently and over time at or below the earliest reaches of the NC.	<b>SLD/MLD Autism</b> Working consistently and over time significantly below age related expectations
Communication strategies	Non-verbal Objects of reference Talking tins Eye gaze systems AAC devices	Non-verbal Daily schedule Choice boards Social stories Talking tins Symbols Makaton AAC devices	Verbal Daily schedule Choice boards Talking tins *Supported with an AAC device if required	Verbal Daily schedule Choice boards Talking tins
Independence	Be supported with their learning – independence developed through life skills/daily routine	Be supported with their learning Independence promoted through structure and routine	Will be supported with their learning in small groups Can be independent for some activities Will be able to maintain some skill independently	Will be supported with their learning in small groups Can be independent for most activities
Social skills	Awareness of others Supported to interact and play	Awareness of others Supported to interact and play Limited ability to play independently	Working through stages of play Support to interacts with others Independent play alone of with others	Support to interacts with others Independent play alone of with others
Self-help skills	Full support with personal care Full support with eating	Full support monitored support with personal care Some support with eating Starting to engage with some life skills	Monitored personal care/independent personal care Independent eating Support with life skills	Independent personal care Independent eating Actively improving life skills

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How we are learning	Repetition Learning through play Sensory processing learning Real life experiences Attention autism	Repetition Through sensory stories and activities Real life experiences Social stories Attention Autism Practical situations Interest centered work Problem solving Modelling	Repetition Practical activities – ‘doing’ Real life experiences Modelling Scaffolding Tasks Working with peers	Repetition Practical activities – ‘doing’ Real life experiences Scaffolding Tasks Working with peers
Phonics	Pre-Phonics Activities Environmental sounds Instrumental and animal sounds Body percussion	Pre-Phonics Activities Instrumental and animal sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting FFT Phonics if applicable	FFT Success for All Phonics	FFT Success for All Phonics