

**Computing**

**Formal pathway**

We will be looking at programming this half term and focusing on the word algorithm, creating our own and debugging them.

**Semi formal pathway**

We looking at using simple programmable toys to show cause and effect. We will also continue to have an online safety focus each lesson.

**Maths**

**Formal pathway**

We will be looking at number and place value during our sessions on number and during our topic we will be looking at the properties of 2-D and 3-D shapes

**Semi formal pathway**

We will be learning about more than and less than and will be using this to make a fruit salad so the student can choose more oranges less apple etc.

**Science**

**Formal pathway**

Students will be working on the topics Acids and Alkali's and scientific investigation work linked to this topic. Students will look at PH scales and make links to the their either start accredited learning or working towards.

**Semi formal**

We will be looking at living things, their habitats, what they eat and what groups of animals they belong to.

**Duke of Edinburgh**

For those pupils of age, they will be offered the opportunity to complete the Bronze Duke of Edinburgh, alongside their peers in Class Suzy. As part of this, they will be attending weekly Volunteering Sessions at Lunt Meadows Nature Reserve to support community action projects. They will be making choices for their physical section, choosing between weekly rock climbing, Multi-Sports or Walking. They will also choose their skill section, a weekly lunch time club.

Pupils who are not participating in the Duke of Edinburgh Award Programme will be working on Outdoor Education skills in school such as map reading or completing personalised learning tailored for them to earn credits towards the Duke of Edinburgh Award, along with having opportunities to join groups for weekly physical enrichment to continue their physical development, either in PE sessions or AtC sessions.

**Class: Nick Formal and Semi Formal Pathway**

**Term: Autumn 1**

The quality of our curriculum is underpinned by our autism pedagogy which is responsive to the individual needs of each pupil. Our five point star approach provides a framework where the pupil sits at the centre of all we do. We understand that receptive and expressive communication is key to learning, and we adapt our approaches to individual need. We also recognise and understand sensory differences and the impact these can have on our pupils. Alongside this we support our student's strengths so that they are motivated to learn. Our lessons are uniquely designed and personalised to prepare each pupil with their own skills and strategies for learning and life.

**Art**

**Formal Pathway** This term, pupils will explore environmental awareness through creative art activities that highlight nature, sustainability, and wildlife protection. Inspired by artists like Andy Goldsworthy, Michelle Reader, and Franz Marc, students will use natural and recycled materials to create meaningful artwork focused on themes such as pollution, endangered animals, and sustainable living. Through sculpture, collage, and symbolic imagery, they'll learn how art can be a powerful tool for change

**Semi Formal** Students will explore drawing, painting, collage, printmaking, and sculpture. They'll use colour, pattern, texture, and shape to create expressive artwork linked to identity, environment, and popular culture

**Humanities (Geography)**

We will be looking at map skills, starting off with the use of compasses to find North, South, East and West with the idea of going out into the community to go for a walk following compass instructions to get from Point A to point B.

**Semi Formal pathway**

We will be looking at the Seasons and the changes that we will notice as they change. i.e the changing of the leaves.

**Accessing the Community**

We will be using online programmes such as Google Maps and City Mapper to plan a journey to Southport with the goal being taking public transport into town to get to the library.. As well as taking trips to local shops and parks to get out into the community.

**Independent Travel** We will be working on the skills that the students need to get on public transport with confidence.

**Peterhouse Preparing for Adulthood**

**Formal pathway**

**Digital Citizenship: Self-image & identity**

Key questions we will be considering this half term include;

- How does what is posted online impact others?
- Can everyone online be trusted?
- How can I challenge what I see online?
- Who can help if there is a problem?

**Sex and Relationships**

**Formal pathway**

This term, we will be focusing on the topic Families and close relationships. Within this topic we will be learning about communities, diversity and gender.

**Semi formal pathway**

This term pupils will be learning about self-awareness. We will be working on choice making and recognising what we are good at.

**DT**

**Formal pathway**

This term, pupils will explore textiles through the use of a felting machine - looking at design and cutting skills and making fabric products with a purpose.

**Semi formal pathway**

This term, pupils will explore textiles through the use of a loom. to create their own blankets and to create their own felt products.

**Music**

**Formal pathway:** Pupils are learning about the pentatonic scale. This includes phrasing pentatonic melodies, performing using staff notation, melody accompaniment, expressing the meaning of a song, pentatonic scales in folk music and ending a phrase.

**Semi formal pathway:** Pupils on the semi-formal pathway will be learning about note groups used in scales (pentatonic) and developing skills in following adapted music notation to play simple tunes using the scale.

**English**

**Formal Pathway**

This half term we will be working on our punctuation, grammar and vocabulary. For our project we are looking at journalism and I will be asking the students to put together a class Nick magazine together.

**Semi Formal**

We will be looking at Sentence structure using colourful semantics and we will also be working on reading comprehension.



