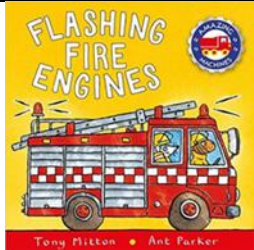
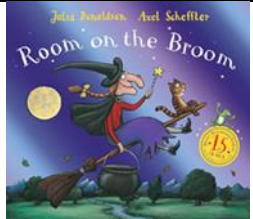
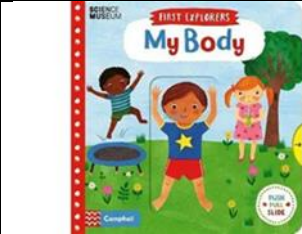
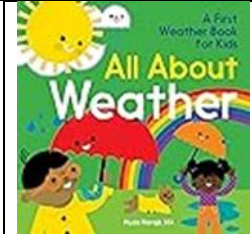




CURRICULUM OVERVIEW 2026-27

Inclusion Hub: Treehouse

Staff: Mrs Brown, Mrs Laurie, Miss Rogerson, Mrs Staples,
Miss Sarah, Miss Hill, Miss Cross, Mrs Shepherd

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic - Cycle C		People who help.	Author of the half term - Julia Donaldson	Food around the World.	Human Growth.	Our World.	Magical Adventures.
Enrichment Experience		Fire engine / police experience.	Make a magic potion.	Create a healthy food plate.	Baby visit the treehouse.	Lay down outside and look at the clouds / weather.	Dress as fairies or superheroes.
Core Text							
Hook		Tuff tray with teddies / dolls and bandages / plasters.	Find a cauldron.	Food chopping activity.	Find a skeleton in UW area.	Weather box.	Discover a box of materials and make own capes or fairy wands.
Direct Teaching	Phonics	Little Wandle - Reception	Little Wandle – Reception	Little Wandle - Reception	Little Wandle - Reception	Little Wandle - Reception	Little Wandle – Reception
	Mathematics	White Rose and PKS Strand.	White Rose and PKS Strand.	White Rose and PKS Strand.	White Rose and PKS Strand.	White Rose and PKS Strand.	White Rose and PKS Strand.
	Big Book / Topic	Explore a collection of stories that show children the people who help us and what to do in an emergency. Discuss key words and phrases.	Discuss what an author is and explore our author of the half term. Learn some key facts about her.	Look at different countries around the world and where food comes from. Discuss what our favourite foods are and why.	Explore our bodies through a range of texts, looking at fiction and non – fiction books.	Children to explore non -fiction books related to the weather. Learning some key facts and vocabulary related to the weather and the world.	Children to explore their strengths and what makes them a superhero.

	Handwriting	Pen Pals					
	Music	Developing musical skills through singing and games. Engage in an interactive music session. Sing and sign nursery rhymes.	Exploring musical dimensions (pitch, rhythm, tempo and dynamics) to create our own music.	Listen to different music from around the world. What instruments can you hear?	Explore calming and white noise music. How does it make you feel?	Listen to music linked to nature and express ourselves through movement. How does the music make you move?	Listen to music linked to fairy tales.
	PE	Sensory circuits and Real PE focusing on developing key skills.					
Safeguarding links		DSL Video E-safety Learn simple first aid. (ice packs, plasters)	DSL Video E-safety	DSL Video E-safety Learn how to be safe in a kitchen: talk about sharp knives and hot ovens etc.	DSL Video E-safety Discuss how we can keep our bodies safe.	DSL Video E-safety Talk about road safety, discuss traffic lights and zebra crossings.	DSL Video E-safety Discuss how we stay safe when out and about, and what to do if we get lost.
Child-Initiated Learning	Communication & Language	Curriculum Enhancements for Autism & Language-Rich Learning • Daily signing and symbol use (widgets) • Visual choice boards and individual now/next boards • Repetitive songs and rhymes to build vocabulary					
		Learn new vocabulary linked to people who help us. Use new vocabulary, signs or symbols to tell key facts about our topic. Introduce themselves to their new peers and adults using signs, symbols or voice.	Learn new vocabulary linked to our author of the half term. Use vocabulary, signs or symbols to communicate key facts about Julia Donaldson. Use familiar vocabulary to use in a narrative in the small world.	Learn new vocabulary linked to food from around the world. Use new vocabulary, signs or symbols to communicate our favourite foods.	Learn new vocabulary linked to human growth. Use new vocabulary, signs or symbols to discuss parts of our body. Listen and respond to a simple instruction.	Learn new vocabulary linked to our world and the weather. Use new vocabulary, signs or symbols to describe the weather.	Learn new vocabulary linked to superheroes. Use new vocabulary, signs or symbols to describe superhero characters. Use new vocabulary, signs or symbols to roleplay being a superhero or fairy.

	Sensory & Physical Development	Curriculum Enhancements for Autism & Language-Rich Learning • Sensory circuits, sensory trays, fine motor stations • Movement breaks and calm corners • Use weighted items, fidget tools, and body awareness games					
		Exploring different ways of moving, using equipment in the garden. Use their core muscle strength to help develop a good sitting posture.	Explore a range of textures through our senses during sensory activities. Use balance and co-ordination to create structures on a bigger scale.	Use fine motor skills to draw observational drawings of foods from around the world. Use large and small motor skills to do things independently. Eg pour own drinks, peel own fruit during snack / lunch.	Use scissors with increasing control. Further develop the skills they need to manage the day successful, through lining up and queuing calmly.	Develop greater control when travelling in different ways during our Sports day.	Use large muscle movements to wave flags or streamers.
	Personal, Social & Emotional Development	Curriculum Enhancements for Autism & Language-Rich Learning • Daily Zones of Regulation check-ins • Use emotion cards, mirrors, and calming strategies • Teach turn-taking and social skills through play					
		Settling into school and learning to take turns. (My turn, your turn approach). Find ways to manage transitions from their parents or guardians into the Treehouse.	Learn to follow rules and expectations at school. Building relationships with friends and adults.	Make our own choices and express these through signs and symbols. Stay focused at activities of their choosing for longer periods.	Safely explore own emotions, through play and stories. To gradually understand how others are feeling, through play and stories.	Become more outgoing with unfamiliar people in the safe context of the Treehouse setting.	Show resilience and perseverance when a challenge occurs.
	Literacy	Curriculum Enhancements for Autism & Language-Rich Learning • Use story sacks, visual storyboards, and widgits/signing • Include repetitive, predictable texts with strong rhythm and rhyme • Provide multi-sensory props for each story					

		Answer a simple question about the story. Introduce writing our names, using the name cards at the start of each day, modelling how to hold a pencil correctly.	Learn a selection of nursery rhymes with the actions, identifying the different rhyming couplets in the rhymes.	Enjoy drawing freely, adding own marks to drawings and adding own meaning. Use key vocabulary that they have learnt during play.	Use mark making and phonic skills to label a simple diagram of the human body.	Identify key characters from a book and be able to describe them. Using own key words or phrases.	Use vocabulary from the book in their play, re telling familiar key points.
	Mathematics	Curriculum Enhancements for Autism & Language-Rich Learning • Use concrete manipulatives (counters, blocks, sensory items) • Visual number lines, counting songs, and sorting trays • Embed maths in real-life sensory play (e.g. shopping, cooking)					
		Comparison: Compare amounts using key vocab; lots, more, same. Experiment with their own symbols and marks as well as numerals. Encouraging children in their own way of recording.	Comparison and sorting: Compare size of different fruits or vegetables using key vocab and sort into groups. Counting: Take part in finger rhymes with numbers.	Counting and subitising: Identifying amounts up to five. Find a numeral and count out the correct amount. Pattern: Create a repetitive AB pattern. Extend pattern when children are confident with AB pattern.	Measure: Finding the biggest and smallest bones. Measuring them using standard and non - standard measurements. Composition: Explore part - part whole models up to 10.	Shape and Space: Explore a range of puzzles, manipulating the pieces into the correct space. Counting: Count objects, actions and sounds:	Calculation: Making totals up to 5 or 10 using a variety of different objects. Comparison: To explore 2d and 3d shapes. Discussing key features. And how they're the same or different.
	Understanding the world	Curriculum Enhancements for Autism & Language-Rich Learning • Explore through real objects, photos, and field trips • Use cause-and-effect toys and interactive displays • Support with social stories for new experiences					

		To name and describe people who are familiar to them. Look at emergency services from the past and present. Use some remote-controlled toys. (torches – experimenting with colour mixing.)	Explore materials with different properties and textures. Use everyday technology to explore how things work.	Use globes and maps to explore different countries. Recognise differences and similarities between different countries. Explore what happens to food when it is cooked.	Explore the skeleton and name key features. Share their own experiences and understanding of the human body.	Observe and talk about change in the weather. Describe what they see, hear or feel whilst outside.	Compare and contrast characters from fairy tales.
	Expressive arts & design	Curriculum Enhancements for Autism & Language-Rich Learning • Focus on process art (not product) using varied textures • Music and movement with instruments and scarves • Role-play with visual scripts and sensory costumes					
		Portraits of themselves and others. Play instruments with increasing control, expressing their feelings.	Learn different creative techniques: paint, draw, collage and build.	Create flags from around the world and display these in the Treehouse. Safely use a variety of tools.	Explore paint, using fingers and other parts of the body. Create skeleton pictures using cotton buds.	Make simple models which express their ideas. Take part in simple pretend play, using objects to represent others.	Take part in story telling using a variety of props. Create wands and capes.