North Ridge High School

Sensory Structured Curriculum

2026-2027

Pathways

The Structured Department has two distinct pathways:

- Sensory structured Pathway
- Structured Pathway

This document relates to the **Sensory Structured Pathway**

The Sensory Structured Pathway

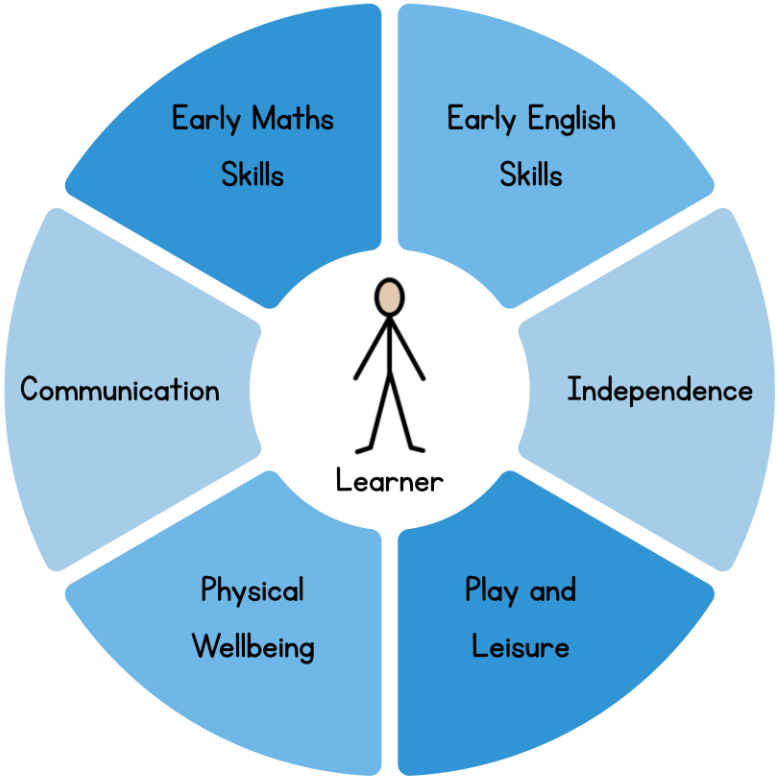
The Sensory Structured Pathway is designed for pupils with complex needs who learn primarily through sensory experiences and are not yet ready to access the formal National Curriculum. This bespoke curriculum is tailored to each pupil's developmental stage and individual learning profile.

The curriculum follows a thematic approach. Each half-termly theme is carefully chosen to be sensory-rich, emotionally engaging, and developmentally appropriate. These relevant themes promote exploration, interaction, and enjoyment, helping pupils engage meaningfully and build confidence in their environment.

Recognising that progress is non-linear and highly individualised, the curriculum prioritises engagement, relationships, play, sensory experiences, and communication as foundations for learning. Its informal structure offers consistency while remaining adaptable to each learner's needs.

The overarching aim is to empower pupils to reach their full potential by developing the essential skills they need to engage with the world beyond school in a person-centred and respectful way.

Curriculum Overview



Theme Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Colour and Light	Celebrations	Food, Glorious Food	On the Move	Gardener's World	The Seaside
Year 2	Weather and Seasons	Art Explosion	Space	The Natural World	Healthy Me	Journey Across the World
Year 3	Who am I?	Arctic Adventures	Creatures Great and Small	Awe and Wonder	Farm to Fork	Wonderful Water

Curriculum Overview

Early Maths Skills

Early English Skills

Independence

Communication

Physical Wellbeing

Play and Leisure

PSD (KS5 pupils)



This document is hyperlinked – Enter full screen mode and click on the subject that you wish to access.
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Weekly Curriculum Coverage

Early Maths Skills
5 lessons

Early English Skills
5 lessons

Independence
4 lessons

Communication
4 lessons

Physical Wellbeing
2 lessons

Play and Leisure
Twice Daily

Personal and Social Development (KS5)
2 lessons

Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	**Arrival:** Independence skills – putting belongings in lockers, signing in and saying good morning				
9:15-10:00	**Sensory play, co-regulation and self-regulation skills:** Planned activities for each pupil. Outside and inside				
10:00-10:30	**Snack and life skills:** Hand washing, making requests, preparing snack (IEP link)				
10:30-11:30	**English**	**Maths**	**English**	**Maths**	**English/Maths** Rotate each week
11:30-11:40	**Relaxation:** Sensory massage, sensory music, sensory lighting				
11:40-11:50	**Hands and hygiene:** Washing hands, preparing tables for lunch – taught skills (IEP link)				
11:50-1:00	**Lunch:** Taught skills – using cutlery, collecting and tidying dinner (IEP link)				
1:00-1:30	**Sensory play, co-regulation and self-regulation skills:** Planned activities for each pupil. Outside and inside				
1:30-2:45	**Communication** Core Word Scheme – new word each week. Communication learning stations.	**Independence** (Shopping, community, cooking rotation)	**Communication** Core Word Scheme – new word each week. Communication learning stations.	**Physical Wellbeing** Rotation of PSHE and PE activities within the lesson	**Independence** (termly rotation of Shopping, community, cooking rotation)
2:45-3:00	**Relaxation:** Sensory massage, sensory music, sensory lighting				
3:00-3:10	**Independence Skills** Getting belongings, signing out, transitioning to home				

Early Maths Skills Curriculum: Long Term Planning

Maths

The Early Maths curriculum is designed to provide a rich, engaging, and highly individualised foundation in number, measure, and shape and space for pupils with. The topics have been carefully chosen to reflect the fundamental concepts that underpin all future mathematical understanding. These areas align with the Early Years and primary national curriculum, adapted to suit learners on the Sensory Structured Pathway.
Revisiting skills is a core principle of the curriculum. Due to the cognitive and sensory processing profiles of the learners, frequent repetition and rehearsal in familiar contexts is necessary to build secure understanding and long-term memory. This approach supports both skill generalisation and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1-3	Number	Shape and Space	Measure	Number	Shape and Space	Measure

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Early English Skills Curriculum: Long Term Planning

English – Year 1

The Early English curriculum is designed to develop early communication, language, and literacy skills through rich, engaging, and multisensory experiences. The curriculum supports learners in beginning to understand, express, and respond to language in meaningful ways, laying the foundations for early English development. Learning is supported through modelling, repetition, and the use of objects of reference, tactile symbols, AAC, and total communication approaches, ensuring that all pupils can develop expressive and receptive language, phonological awareness, and early reading and writing behaviours in ways that reflect their unique learning styles and communication profiles. English texts link to the half termly theme and the focus is on story immersion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Colour and Light	Celebrations	Food, Glorious Food!	On the Move	Gardener's World	The Seaside
Suggested Texts	The Colour Monster "Wow!" Said the Owl	Let's Celebrate! Special Days Around the World Religious celebration texts	Which Food Will You Choose? The Very Hungry Caterpillar	You Can't Take an Elephant on the Bus Car, Car, Truck, Jeep	Up, Down and Around Who's in the Garden? The Tiny Seed	The Rainbow Fish Who's at the Seaside?

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English Curriculum: Long Term Planning

Pupils will explore texts linked to the Theme. Texts will be selected based on what is developmentally appropriate for each class.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Weather and Seasons	Art Explosion	Space	The Natural World	Healthy Me	Journey Across the World
Suggested Texts	Meet the Weather Tree: Seasons Come, Seasons Go	How to Catch a Rainbow Mouse Paint The Artist who Painted a Blue Horse	Lost in Space Little Comet Once Upon A Star	Stick Man We're Going on a Hunt	Mindful Monsters This Is How We Keep Healthy Find out about Feelings	A Ticket Around The World My Very Important World

English – Year 2

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English Curriculum: Long Term Planning

English – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who Am I?	Arctic Adventures	Creatures Great and Small	Awe and Wonder	Farm to Fork	Wonderful Water
Suggested Texts	This is Me	An Arctic Story Poles Apart	Oi, Frog! Monkey Puzzle All About Animals	The Wonder Where the Forest Meets the Sky Meg and Mog	On the Farm Old Mikimba Had a Farm	The Snail and The Whale

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Independence Curriculum: Long Term Planning

Independence

The Independence Curriculum is designed to equip pupils with the foundational skills needed to participate in everyday life beyond the classroom. Delivered through three key topics - Community and Travel, Cooking, and Shopping. This curriculum aims to build confidence, communication, emotional regulation, and functional independence in a highly structured and supportive way. Each topic is taught over the course of a term, allowing for repetition, routine, and gradual progression tailored to each pupil's developmental level.

	Autumn	Spring	Summer
Years 1-3	Cooking	Shopping	Community and Travel

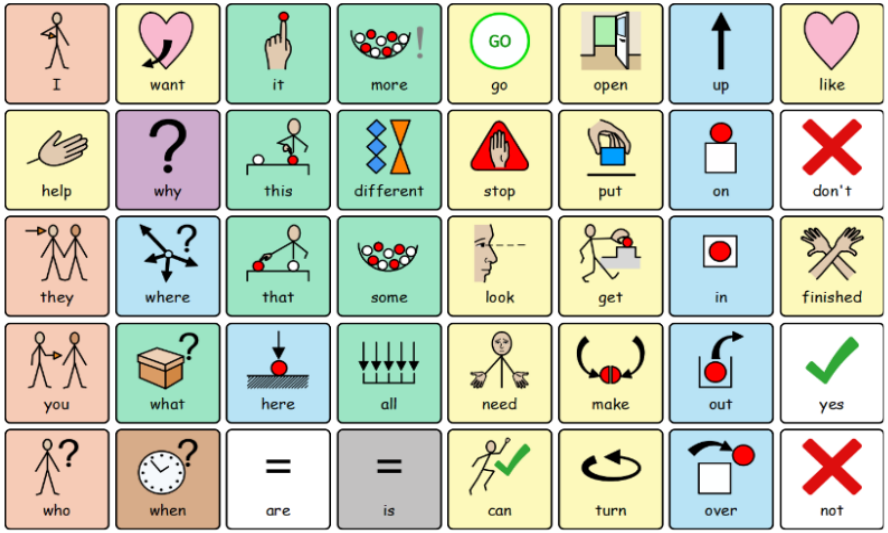
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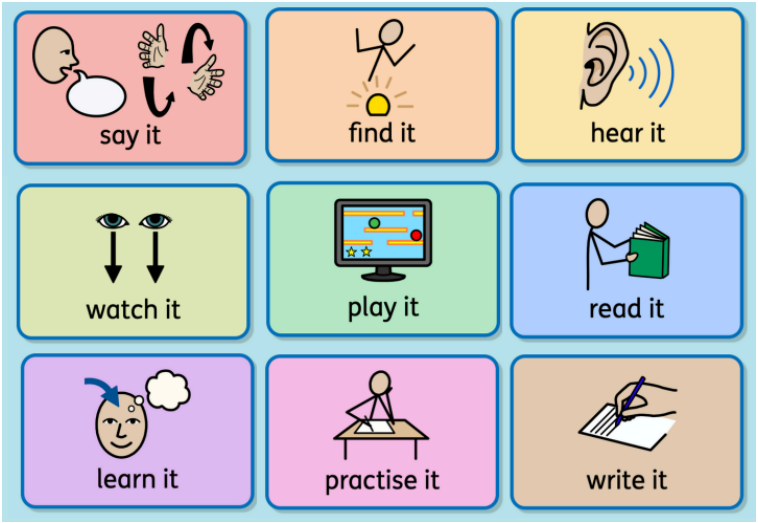
Communication Curriculum: Long Term Planning

Communication

The Communication Curriculum is designed to nurture early communication skills through pupil-led, sensory-rich experiences embedded throughout the school day. Pupils take part in two dedicated communication lessons each week, focused on the Core Word Programme. Each week introduces a new core word, explored through a variety of engaging activities and a carousel of learning stations. These sessions support pupils to practise and apply different methods of communication, including symbols, signs, vocalisations, and AAC, in a meaningful and supportive environment.

Core Word Structure:





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Physical Wellbeing Curriculum: Long Term Planning

The Physical Wellbeing Curriculum is designed to support pupils in developing early physical, social, and emotional skills through a sensory-based approach. Delivered through a combination of PE and PSHE activities, each lesson offers a carousel of movement and wellbeing experiences tailored to pupils. This curriculum aims to build body awareness, communication, emotional regulation, and engagement in a highly structured and supportive way. Activities are carefully designed to be repetitive, consistent, and accessible, allowing pupils to explore at their own pace while building confidence and connection through sensory exploration.

Physical Wellbeing

	Autumn	Spring	Summer
PE strand	**Circuits** Sensory circuits, obstacle courses, soft play, gym	**Ball and Target Games** Rolling, balloons and rackets, throwing, kicking, bowling, curling	**Movement** Orienteering, parachute, gymnastics, trampoline, dance, yoga
PSHE strand	Keeping Healthy	Feelings and Choices	Relationship and Sex Education (RSE)

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Play and Leisure Curriculum: long term planning

Play and Leisure

Sensory play sessions are planned in twice a day. Activities are planned, purposeful, pupil-led, and sensory-rich play. Play is a fundamental vehicle for early cognitive, social, emotional, and physical growth. The curriculum is designed to nurture curiosity, exploration, and communication in an inclusive and accessible environment. Through carefully scaffolded play opportunities, pupils are encouraged to develop essential skills such as cause and effect understanding, turn-taking, choice-making, and problem-solving, laying the groundwork for meaningful engagement with their surroundings and others. Pupils will have opportunities to move through 5 stages of play: solitary, parallel, shared, turn-taking and co-operative play at the level that is appropriate for the individual.

Sensory play ensures that pupil's individual sensory needs are met and through this, pupils are ready to learn and engage in the lessons throughout the day.

Sensory play will link to themes and communication.

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PSD Curriculum: Long Term Planning

Pupils will work towards achieving their ASDAN Personal Progress Award in these lessons while developing key preparing for adulthood skills.

	Cycle Year 1 28-29	Cycle Year 2 26-27	Cycle Year 3 27-28
Autumn 1	Engaging in the world around you: the natural environment	Engaging in the world around you: Sensory Stories	Engaging in the world around you: objects
Autumn 2	Encountering experiences: creativity	Developing communication skills	Engaging with the world around you: sequence and pattern
Spring 1	Encountering experiences: being a part of things	Engaging with the world around you: people and friendships	Preparing drinks and snacks
Spring 2			
Summer 1	Taking part in daily routine activities	Engaging with the world around you: technology	Getting on with other people
Summer 2			

PSD Years 1–3

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