



Snowflake School

'Improving the quality of family life'

Quality of Education Policy

To be read in conjunction with Snowflake School Curriculum and Assessment Policy

Introduction

Snowflake School provides a broad and balanced curriculum relevant for pupils aged from 5 to 16 who have a diagnosis on the autism spectrum. All pupils have an Education, Health and Care Plan which cover a wide range of needs and abilities.

Autism creates a unique set of barriers to learning which affects each individual's progress in different ways. Therefore, we believe that every pupil should be recognised and respected as a unique and valued individual. We place each pupil's needs and goals at the centre of our work. It is this ethos that underpins our individualised pupil-centred curriculum. This has been developed to create optimal opportunities to nurture communication, learning and independence in a safe and inclusive environment. Our curriculum aims to create individual purposeful pathways to adulthood to help pupils achieve their full potential and equip them with the skills needed for work, leisure and/or home life.

We see our curriculum as the 'heart of education'. Our school offers a truly inclusive autism specific curriculum demonstrating breadth and depth in learning and pupil development. This is developed within an ethos of empathy, understanding, and structure.

This document represents the ongoing commitment of the school community to raising the aspirations, achievement and positive outcomes of the pupils.

Our Vision

Snowflake School for pupils with autism is founded on the scientific principles of Applied Behaviour Analysis (ABA) using Verbal Behaviour (VB) techniques. It is recognised that all pupils should have access to a broad and balanced curriculum with due regard for their chronological age. It is accepted that all pupils need to work at a stage appropriate to their understanding and at a pace that suits their individual special educational needs. Pupils learn in a manner that maximises their opportunities from their starting points enhancing their potential, through evidence-based, individually tailored, high quality teaching. From which, pupils are enabled to thrive and live happy, confident lives.

Our Values

Safe

Understanding

Patient

Enthusiastic

Respectful

We aim to improve the value of family life for our pupils by being:

- ❖ *Safe – Where everyone feels looked after and okay.*
- ❖ *Understanding-Where all needs are accepted and acknowledged.*
- ❖ *Patient – Where needs are met by taking time.*
- ❖ *Enthusiastic – Where learning is motivating and exciting.*
- ❖ *Respectful – Where everyone is treated with dignity.*

Our Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and promote responsibility for their own health by encouraging them to be active.
- Promote a positive attitude towards learning.
- Provide a range of learning experiences designed to motivate and engage each pupil.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide subjects that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for life beyond Snowflake School

Legislation and Guidance

- As an independent school we ensure that all Independent School Standards are met including those relating to the quality and impact of teaching (Part 1 Quality of Education).
- Our curriculum also incorporates elements of National Curriculum, where appropriate

The curriculum embraces all areas of academic and social learning with communication and verbal behaviour teaching at its core, ensuring functional teaching and generalisation of learning in a range of teaching and learning environments. It also addresses the personal, social and health development of pupils as a matter of priority.

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the school's intent whilst also accounting for the learning profiles of our cohort.
- They manage requests to withdraw pupils from curriculum subjects, where appropriate.
- The school's procedures for assessment are relevant and effective.
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The trustees are advised on whole-school targets and outcomes in order

to make informed decisions.

- Proper provision is in place to meet the individual needs of every pupil.

All staff at Snowflake School need to be familiar with this policy and ensure that the school curriculum is implemented accordingly.

Intent

The curriculum is designed specifically to teach pupils with autism and is delivered with a view to our shared values which guide our daily actions.

Snowflake School aspires to use scientifically proven behavioural interventions and differentiated curriculum pathways to target clearly defined goals for each pupil to obtain academic achievement, independence, and appropriate social skills.

We also aim to prepare pupils for the adult world via our wider social curriculum: to put in place the building blocks needed for positive and safe relationships of all kinds; starting with family and friends and moving on to other kinds of relationships including those we may encounter online. We are committed to delivering RSE sensitively and inclusively including content which is age appropriate, respectful of all backgrounds and which takes into consideration the developmental needs and understanding of our pupils.

The intent of our curriculum offer illustrates an agreed understanding about the knowledge and skills that our pupils need to learn and how such learning will be sequenced. Before determining the learning group of a pupil, rigorous assessment and information gathering is conducted using the following sources of information:

- The pupil's EHCP outcomes.
- VBMAPP assessment.
- Social Skills Assessment.
- Engagement profile observations (to determine how the pupil currently learns/ engages with/ generalises skills), where appropriate.
- National Curriculum baseline assessments (using on line Earwig platform).
- Essential for Living assessment.
- Information provided by parents/ carers and other multi-disciplinary professionals familiar to the pupil.

This information is crucial in order to work collaboratively in determining long-term goals which support the educational, mental and physical wellbeing of each pupil across all settings. We consider families to be our pupils first educators who have crucial information necessary to understanding each child.

Once personalised outcomes have been determined, the necessary targets and provisions will be identified to support each pupil to the next stage of their development.

Implementation

All pupils at Snowflake School receive a 1:1 personalised learning programme delivered by Specialist Tutors trained in the principles of ABA/VB. Their work and the pupil's individual progress are closely monitored by the highly trained & qualified Class Lead /ABA Supervisor. Tutors work collaboratively within a multi-disciplinary team to guide their selection and implementation of targets.

Pupils will then have timetabled access to specialist teachers in Music, PE, Phonics, Maths, English, PSHE either individually or within groups.

Pupils have a wide range of needs; some benefit from being taught predominately 'learning to learn' skills, whilst others can access aspects of the National Curriculum for specific subjects, whilst also requiring intensive support to help them self-regulate and access learning.

Each pupil follows a distinct learning pathway which is informed by the outcomes identified via their EHCP, assessments and observations.

Running parallel with these pathways is a range of ASDAN courses that complement the individualised nature of pupils' learning via practical, activity-based learning. These courses prepare pupils for adulthood and also offer the possibility of a gaining accredited qualifications in personal progress, personal & social development and employability.

Those with autism do not learn in the same way as their neurotypical peers. They may learn more quickly in some areas than others, whilst finding some skills highly challenging (such as communication and/ or emotional regulation). This is often referred to as a "spiky profile." Therefore, at Snowflake School, three different curriculum pathways are available to pupils, and they follow the pathway that is most appropriate to their needs. The pathways are not sequential, neither are they linked to chronological age. Our three pathways are accessible to all age groups. Some pupils may access elements of more than one pathway:

Bulb

A curriculum with an emphasis on engagement and early development. Supported Learners will access learning via the VBMAPP and EFL assessments, with a focus on reduction of barriers to learning, and develop the pre-requisite skills needed for subject-specific and group learning. Some older pupils' may also be eligible to study ASDAN's **Sensory Transition Challenge**

Branch

Prompted learners' teaching will continue to be delivered through 1:1 intensive ABA teaching and interest-led opportunities to generalise skills outlined on their IEP and EHCP. These learners will have some access to the National Curriculum subject specific knowledge and skills but will require the support of 1:1 teaching to access this content. Some pupils will need national curriculum targets to be broken down into smaller targets. They might also require numerous learning reinforcement & repetition in order to master a skill.

These pupils' may also be eligible to study ASDAN's **Introduction and Progression Challenge**

Blossom

Independent Learners access the National Curriculum through group-based learning, which is enhanced, rehearsed and challenged by their 1:1 support. Pupils are encouraged to develop their interests, translating these into vocational skills which may aid them as they move towards the world of work. As well as subject-specific knowledge and skills, pupils will work towards Preparing for Adulthood via access to ASDAN' accessing **New Horizons Challenge**.

Thematic Curriculum

Each Pathway is taught through the thematic curriculum and sequencing development. This is the same

across each individual site, but personalised in relation to the pupil's progress through assessment and Earwig targets. So, pupils may repeat the theme but not necessarily the topic. All delivered through individualised ABA / VB approach.

The three areas are All about me, (related to self , family , culture), All around me (community and growth) and The world around me (related to celebrating transition (see appendix 2 Thematic curriculum)).

The pathways will also inform the possible future pathways for our pupils, with branch and blossom pupils accessing the 6th form, college and vocational pathway and bulb pupils more likely to access experiential specialist FE settings and /or 24 hour curriculum (see appendix 3 Pathways transition opportunities).

Independent Special School Standards

The headteacher is responsible for ensuring the curriculum meets the independent School standards:

Linguistic: *this area is concerned with developing a pupil's social communication and interaction skills and increasing their command of language through listening, speaking, reading and writing. Primarily this will be developed in English. Some of our pupils find it very difficult to communicate via the spoken and written language and use alternative approaches, e.g., signing, PECS, AAC. A Key factor in the development of their communication skills is collaborative work with our Speech & Language therapist, Drama therapist and Music therapist. Therapy targets are reinforced and practiced throughout the day.*

Mathematical: *this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, develop their capacity to think logically and express themselves clearly. Their knowledge and understanding are developed through exploration and discussion, maths teaching around money, time and number, practical activities such as shopping, and natural environment generalisation.*

Scientific: *this area is concerned with increasing a pupil's knowledge and understanding of living things, materials, and physical processes and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and record findings. As well as discreet scientific teaching, scientific thinking is also learnt through attention autism experiences, especially for bulb pupils.*

Technological: *this area includes: the use of ICT & food technology. Pupils prepare and make their own lunch, bake simple items for cake sales and create picnics for events, as well as learn how to use utensils safely. Some pupils learn through typing programs and some pupils through Lego therapy.*

Human and Social: *this area is concerned with people and how they live, with their relationships, their environment and how human action, now and in the past, has influenced events and conditions, through historical and geographical inquiry. Pupils learn this through assemblies, special events and themed days/weeks related to our SMSC calendar.*

Physical: *this area aims to develop a pupil's physical control and coordination and help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. Activities including play, yoga and Occupational Therapy support the weekly physical education (PE) lessons. Our Occupational Therapist ensures that every pupil has an individualised programme, including a sensory diet and sensory circuits which is implemented daily.*

Aesthetic and creative: this area is concerned with developing a pupil's capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. It involves the exploration and understanding of feelings and the processes of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some, including art, music and dance make a particularly strong contribution because they call for personal, imaginative, and creative responses. Some pupils take part in group art lessons, others use art as a means to generalise learning and express their enjoyment. All pupils experience music and secondary pupils experience drama.

Future Paths: Throughout the learning day at Snowflake School, staff focus on developing the pupil's ability to make choices and develop independent living skills. As pupils move into key stage three and eventually into key stage four, individualised pathways are discussed, at least annually, with families and Local Authorities. This planning helps pupils to develop self-awareness and to be supported in exploring realistic future options. Some pupils can experience mainstream shared experiences or work sampling in the local community.

Impact

Our curriculum is designed so that through our tailored learning approach, pupils will:

- Demonstrate ability to work individually and in small groups.
- Develop functional communication skills.
- Develop ability to communicate safely in a range of settings.
- Demonstrate ability to use their voice for choices and decisions.

Assessment and how it fits into the curriculum.

To evaluate the effectiveness of each curriculum, it is important that Snowflake School monitors and measures the impact to ensure it meets the fundamental needs of each of its pupils. All pupils are prepared well for their next steps through the development of individual skills which recognises and nurtures their aspirations, supports their well-being, and secures outstanding outcomes for all.

To ensure successful impact, Snowflake School will:

- Ensure that the curricula are broad, balanced, and relevant while linking to statutory requirements.
- Monitor the quality of teaching, learning and assessment via lesson observations, checks to pupil's program books and overlapping 1:1 sessions to ensure the teaching is engaging, responsive and meets all personalised learning needs.
- Ensure formative and summative assessment outcomes are accurate and suitably challenging to encourage progression.
- Record the achievements of each pupil equally.
- Measure, assess and record the progress of each pupil in a systematic way to enable all pupils to achieve their potential daily, weekly, and termly.
- Monitor pupils personalised learning offers to ensure pupils are set aspirational goals within each aspect of their timetable.
- Moderate assessments and teaching procedures to monitor standards of achievement.
- Monitor the qualitative data received from parents, staff, and other professionals to ensure the quality of education is deemed appropriate by all.
- Continuously monitor and develop curriculum content and delivery.

While it is not uncommon for pupils to remain within the same pathway throughout their Snowflake School career (Particularly for Secondary Students), there will be pupils who, at some point, transition

from the Bulb pathway onto the Branch pathway, or from the Branch Pathway to the Blossom Pathway. For this reason, each pathway has elements which overlap and are embedded into each other to allow easy transition. The assessment framework for each pathway overlaps at the start and end, allowing for accurate assessment for pupils who transition between two pathways.

- A pupil's progress will be assessed against VB-MAPP (The Verbal Behaviour Milestones Assessment and Placement Program) criteria on entry to school. Those who have been assessed using the VBMAPP will then have yearly assessment of their progress against this each academic year.
- Progress against national curriculum objectives, using our cloud-based assessment system, are updated termly and will be reported in the end of year report and also in the pupil's Annual Review.
- Daily records will be maintained to track each pupil's progress and programmes will be modified by reinforcement, prompt level or complexity.
- All pupils will have an Individual Education Plan (IEP) that will address their specific educational and welfare needs. These IEPs will be reviewed termly in consultation with staff, other professionals, and families. The progress will be reviewed yearly at the Annual Review to which staff, other professionals, parents, and the student's Local Education Authority will be invited. This will include Speech & Language and Occupational Therapy if these are included in the Educational Health Care Plan of the pupil.
- Targets for the IEP are taken from the VBMAPP and Essentials for Living criteria, as well as pathway objectives, and include group skills, social skills and transitions. Each individualised curriculum is built around these targets, aligned with the pupil's individual EHCP outcomes and are tracked, recorded and reported on at least termly. As well as National Curriculum study, pupils also follow accredited courses such as ASDAN:
- Teachers, tutors therapists use a wide range of methods to track progress and gather evidence as no single piece of evidence is sufficient on its own.
- Earwig (on line platform allows sharing of progress with family).
- Pupils progress reports shared with families each term.
- IEP and EHCP online monitoring platform

All pupils access group sessions in PE, Music, Drama and daily circle time. Some pupils also access additional group teaching in English, Maths, Science and Art. Where pupils cannot yet access group teaching, they have group skills targets within their IEP and will be taught individually.

The curriculum promotes Snowflake values alongside fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of others

These values promote independence and seek to support the pupils to be prepared for and able to

contribute usefully, within the diverse community in which we all belong.

Cultural capital

At Snowflake School we develop our pupils’ cultural capital by taking advantage of London’s rich cultural diversity, enabling pupils to access a wide variety of experiences through educational visits and access to the arts including music, drama and literature. We celebrate our similarities and differences through cultural and religious celebrations by inviting in visitors, holding festivals and celebratory assemblies. We believe that the wider the access to cultural capital, the greater the quality of life our pupils can experience.

Teaching

Pupils are taught primarily by trained ABA tutors, overseen by supervisors, trainee and qualified teachers and therapists; all working collaboratively to deliver learning that is individualised and bespoke to the pupil.

Resources

Snowflake School is a small environment which is well resourced to meet all curriculum requirements. We also make use of the local community in terms of; parks, swimming pool, library, museums, local schools and shops. We try to ensure that our pupils have the facilities to enable them to thrive physically, socially, emotionally, and academically alongside developing their independence both in the school and out in the community.

Monitoring

The headteacher reports to trustees termly regarding the quality of the curriculum and its outcomes, also weekly to the chair of trustees. The quality of education is monitored through questioning, learning walks, competence assessments, overlaps, observations, book and data /folder checks and termly staff meeting discussions.

This policy is under consultation until May 26th with staff , pupils trustee and pupils as part of the launch of the new Snowflake curriculum in September 2023.

Overview

School Stage	Primary						Secondary				
Year Group	1	2	3	4	5	6	7	8	9	10	11
Key Stage	K1		KS2				KS3			KS4	

Individualised Programs	Individual Education Plan Communication and Interaction <ul style="list-style-type: none">Speech, Language and CommunicationSocial skillsListening and Attention Cognition and Learning <ul style="list-style-type: none">LiteracyNumeracy Sensory and/ or Physical <ul style="list-style-type: none">Daily living skillsMotor skills Social Emotional and Mental Health <ul style="list-style-type: none">BehaviourPlay Skills	Individual Education Plan Communication and Interaction <ul style="list-style-type: none">Speech, Language and CommunicationSocial skills Cognition and Learning <ul style="list-style-type: none">Functional academics Sensory and/ or Physical <ul style="list-style-type: none">Independent living skillsHealth and FitnessSelf-Care skills Social Emotional and Mental Health <ul style="list-style-type: none">Community participationHobbies and LeisureSelf-awarenessBehaviour
	Integrated Therapy <ul style="list-style-type: none">Occupational TherapySpeech and Language TherapyMusic TherapyYoga	<ul style="list-style-type: none">Occupational TherapySpeech and Language TherapyDramaYoga
	Group Learning	Topic based learning, including core and enrichment subjects: English, Math, Science, SMSC, Art & Design, PSHE,
Differentiation of Group Learning	Bulb	Bulb
	Branch	Branch
	Blossom	Blossom
Curriculum, Assessment and Planning	<ul style="list-style-type: none">VB-MAPPSocial skills	<ul style="list-style-type: none">ASDAN – Transition Challenge, Progress Challenge and New HorizonsPFAEFLSocial skillsAQA Unit Awards (Sept 2023)
	Earwig Academic - assessment and evidence tool used across the school	
	NC across all phases as appropriate for planning and assessment	
PE, Outings and Work Experience	<ul style="list-style-type: none">PEGroup OutingsWeekly Community Outing (e.g., swimming, park visits)	<ul style="list-style-type: none">PEOffsite Outdoor PursuitsWeekly Community Outings (e.g. swimming, shopping, climbing wall, park, café)
	PSHE / RSHE /SMSC & British Values	
Whole School Events and Experiences	All pupils take part in focus weeks (topic examples: coronation , festival week , road safety, religious festivals, music, sports, mental health online safety)	
	Whole school events such as Children in Need and World Book Day	

Thematic Curricula (Primary & Secondary)

Snowflake School Themes: Secondary - 22-23 Academic Year

SECONDARY AUTUMN TERM – All About Me				
Week	Topic	Outcomes: personalised accordingly for pupils	Earwig	ASDAN
AUTUMN A – Settling in (What makes me, me?)				
1 6-9/9	My class, routine and tutor	I know where my classroom is and can find my peg / locker. I know where I go to school.	Bulb: I can transition around school c Branch: I can identify my classroom and recognise my staff and peers. Blossom: I can follow my classroom rules and occupy a role to complete each day.	Sensory: CI2- Responding during activities Intro & Progression: KH16- Geography; FG2- Mathematics New Horizons: S1 – Friends; C2- Rules
2 12-16/9	My name	I can recognise myself by name in a variety of settings.	Bulb: I can respond when my name is called. Branch: I can sequence the letters of my name. Blossom: I can find the correct items by finding my name on a label. I can answer questions about my personal information.	Sensory: CI3- Responding to others Intro & Progression: KH3- Science; TL4- Design & Technology New Horizons: P1- Personal details
3 19-23/9	My home	I can share a picture of my home; I can move my picture from school to home.	Bulb: I can move my picture from home to school. Branch: I can identify where I live and features of my home. Blossom: I know my full address and who I live with.	Sensory: SH1- Knowing who I am Intro & Progression: FG11- Family/ Home; MF4- Design & Technology New Horizons: P1- Personal details
4 26-30/9	My family	I can identify people in my family.	Bulb: I can pair with and show awareness of people I work with / are close to me. Branch: I can receptively identify family members and friends. Blossom: I can create my family tree / circles of relationships.	Sensory: P6- Relaxation; P7- Passive activities Intro & Progression: MF18- Sex and Relationships; MC18- Sex and Relationships New Horizons: P2- My family
5 3-7/10	My likes / dislikes	I can show what I like and dislike and sort pictures to show this.	Bulb: I show a preference for certain items. Branch: I can sort items and objects based on what I want and don't. Blossom: I can talk about my likes and dislikes by providing reasons.	Sensory: C4- Control and early awareness Intro & Progression: MC8- Citizenship; MC11- Family/ Home New Horizons: P3- Likes and dislikes
6 10-14/10	My body	I can show I understand different parts of my body and create a body map.	Bulb: I can point to different body parts. Branch: I can label different body parts. Blossom: I have an understanding of how our bodies work and move.	Sensory: P1- Whole body movements Intro & Progression: KH18- Sex & Relationships; FG3- Science New Horizons: H1- Personal care; R1- Our bodies
7 17-21/10	My learning so far	I can show I can remember what I have learnt so far.	Recap of previous activities	Moderation week
AUTUMN B – Celebrations (What do I celebrate?)				
8 31/10-4/11	Halloween	I can take part in dressing up or using props.	Bulb: I can dress up in a costume. Branch: I can make props for my costume. Blossom: I can take part in pretend play related to my chosen costume.	Sensory: SH4- Dressing and undressing Intro & Progression: FG12- Recreation New Horizons: PC- Getting changed
9 7-11/11	Guy Fawkes Night	I can create a picture about Guy Fawkes and bonfire night.	Bulb: I can take part in fireworks craft activities. Branch: I can complete science experiments of fireworks.	Sensory: C3- Exploring textures Intro & Progression: KH1- English; TL15- History; KH15- History

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			Blossom: I can discuss the significance of Bonfire night and why this is celebrated. I can follow basic safety instructions related to fire.	New Horizons: S3- Different communities
10 14-18/11	Calendar	I can create a design for the school calendar.	Bulb: I can create a picture for a month with support. Branch: I know the months of the year. Blossom: I can use a calendar. I can correctly identify the month that some celebrations are on.	Sensory: C6- Control using technology Intro & Progression: FG4- Design and Technology; TL2- Mathematics New Horizons: S3- Different communities
11 21-25/11	Thanksgiving	I can prepare food safely for a thanksgiving meal.	Bulb: I can follow instructions to follow a recipe with support. Branch: I can follow a recipe to make a traditional dish. Blossom: I write instructions for a traditional dish.	Sensory: C11- Responding Intro & Progression: MF5- MFL New Horizons: S3- Different communities
12 28/11-2/12	Christmas	I can take part in Christmas crafts and identify or understand the significance of these.	Bulb: I can help decorate the Christmas tree at school and make ornaments with support. Branch: I can listen to stories about Christmas. I can recognise common objects related to Christmas. Blossom: I can write a letter to Father Christmas.	Sensory: C18- Interacting and sharing achievement Intro & Progression: KH8- Citizenship; KH14- Work Related New Horizons: S4- Helping others (create items to sell for a charity)
13 5-19/12	Celebration	I can show how much I have learned this term.	Recap of previous activities	Moderation week
14 12-16/12	Celebration	I can join in an end-of-term celebrations with my peers.	Bulb: I can participate in a end of term celebration with support. Branch: I can participate in a performance. Blossom: I can	Sensory: P5- Sport and leisure Intro & Progression: KH7- RE; FG10- Expressive Arts New Horizons: R4- Making friends

SECONDARY SPRING TERM – Community				
Week	Topic	Outcomes: personalised accordingly for pupils	Earwig	ASDAN
SPRING A – All Around Me (What can I visit in Acton?)				
1 4-6/1	Road Safety	I can show that I understand simple road safety rules.	Bulb: I can hold hands, link arms or walk beside an adult. Branch: I know I need to walk on the pavement. Blossom: I am aware of the dangers of traffic and busy roads.	Sensory: P8- Leisure activities Intro & Progression: TL9- Community; MF16- Geography New Horizons: H4- Keeping safe
2 9-13/1	Road Safety	I can cross a road safely with support.	Bulb: I can go out for a walk in the community with support. Branch: I know what a red man and green man stands for. Blossom: I can follow road safety protocol such as 'stop, look, listen and think'.	Sensory: C16- Being a part of routine activities in the community Intro & Progression: TL16- Geography; KH12- Recreation New Horizons: H4- Keeping safe
3 16-20/1	Community Links	I can behave appropriately when visiting my community.	Bulb: I can leave school with my key tutor. Branch: I can visit a range of locations with my key tutor. Blossom: I can choose where I want to go in my community and understand the expectations of when I am there.	Sensory: C16- Being a part of routine activities in the community Intro & Progression: KH9- Community; MC16- Geography New Horizons: S2- My local community

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4 23-27/1	Community Links	I understand the purpose of different community locations.	Bulb: I can visit a range of locations with my key tutor. Branch: I can match images of locations to activities. Blossom: I can understand differences in expectations for different locations.	Sensory: C17- Engaging in community activities Intro & Progression: MC12- Recreation; MC15- History New Horizons: R3- Public/ private places
5 31/1-3/2	Transactions	I can complete a transaction in my community.	Bulb: I can go in to a supermarket and fill a basket with support. Branch: I can check out and fill bags with support. Blossom: I can pay for my items and bag them independently.	Sensory: C17- Engaging in community activities Intro & Progression: MF1- English New Horizons: S2- My local community
6 6-10/2	School trip	I can travel by bus.	Bulb: I can go on a bus / train journey with 1:1 support. Branch: I can tap my oyster card and sit on a bus / train with support. Blossom: I can follow a simple route from one destination to another with support.	Moderation week Intro & Progression: MF10- Expressive Arts
SPRING B – Growth (What grows in London?)				
8 20/02 - 24/02	Identifying plants	I can find plants in my community.	Bulb: I can use multiple senses to explore different flowers and plants. Branch: I can locate different plants and flowers at the park. Blossom: I can find specific plants and flowers at the park by name.	Sensory: C1- Awareness of stimuli Intro & Progression: TL3- Science New Horizons: C4- Environment
9 27/02 - 03/03	Seeds / Growing a plant	I understand that plants come from seeds and begin to care for one as it grows.	Bulb: I can plant seeds and take part in gardening activities with support. Branch: I can sequence images of myself planting seeds and water my plant daily. Blossom: I can write instructions for planting seeds and identify what a plant needs to grow.	Sensory: C3- Exploring textures / C14- Interacting with others Intro & Progression: KH2- Maths / FG9 - Community New Horizons: C4- Environment
10 06/03 - 10/03	Parts of a plant	I can identify the parts of a plant.	Bulb: I can create a collage to show the parts of a plant. Branch: I can label parts of a plant. Blossom: I understand why a plant has a stem, roots and leaves.	Sensory: SH3- Deliberate actions Intro & Progression: MF3- Science New Horizons:
11 13/03 - 17/03	Edible plants	I can explore a range of fruits and vegetables.	Bulb: I can try a range of fruits and vegetables. Branch: I can identify which food items are fruits or vegetables and use them to make a (fruit) salad. Blossom: I can sort food items by their source: plant, animal or man-made.	Sensory: C2- Food textures Intro & Progression: KH4- DT New Horizons: H3- Healthy eating
12 20/03 - 24/03	Plant lifecycles	I understand how plants keep growing.	Bulb: I can match physical representations of a plant cycle to images. Branch: I can sequence images of a lifecycle with support. Blossom: I can write basic captions to describe a plant lifecycle.	Sensory: SH2- Personal hygiene routines Intro & Progression: FG9- Community New Horizons:
13 27/03 - 31/03	My learning so far	I can show I can remember what I have learnt so far.	Recap of previous activities	Moderation week

SECONDARY SUMMER TERM – The World Around Us				
Week	Topic	Outcomes: personalised accordingly for pupils	Earwig	ASDAN
SUMMER A – My Next Steps (What will I do after Snowflake?)				
1 18-21/4	My strengths	I can share what I am good at.	Bulb: I can share preferred activities with others. Branch: I can make choices based on preferred activities. Blossom: I can describe my strengths and explain why I am good at some things.	Sensory: P4- Therapies Intro & Progression: KH13- Sport and Leisure; MC1- English New Horizons: P4- Leisure
2 24-28/4	Community helpers	I can identify community helpers.	Bulb: I can join in circle time and listen to songs about people who help us. Branch: I know who to ask for help when in the community. Blossom: I can match community helpers to their roles.	Sensory: C11- Responding Intro & Progression: MC14- Work Related; FG14- Work Related; MF14- Work Related New Horizons: H5- Finding out about health-related occupations; C5- Finding out about occupations of people who help us
3 1-5/5	Jobs	I understand that people have different jobs.	Bulb: I can engage in an attention autism session exploring different jobs. Branch: I can label different jobs. Blossom: I can explain the roles of people with a range of jobs.	Sensory: C7- Sequence and patterns Intro & Progression: KH11- Family/ Home New Horizons: P5- My family's jobs; S5- Careers
4 8-12/5	Recognising money	I can identify UK coins.	Bulb: I can match coins. Branch: I can receptively identify coins. Blossom: I can understand the value of each coin.	Sensory: P3- Reaching and grasping Intro & Progression: MC2- Mathematics New Horizons:
5 15-19/5	Using money	I can use UK coins to complete a transaction.	Bulb: I can exchange coins for items in a supermarket with support. Branch: I can use money in role play. Blossom: I can use the correct coins to purchase a chosen item.	Sensory: C5- Control Intro & Progression: MC2- Mathematics; TL8- Citizenship New Horizons:
6 22-26/5	My learning so far.	I can show I can remember what I have learnt so far.		Moderation week
SUMMER B – Transitions and Celebration (What has changed this year?)				
7 5-9/6	Growing up	I can recognise things that have changed about myself.	Bulb: I can select the correct image of themselves now (vs. baby/ younger) Branch: I can sequence images of myself by age Blossom: compare height/ shoe size etc. to September, I can reflect upon differences in my appearance	Sensory: SH6- Personal care routines Intro & Progression: FG1- English New Horizons: R2- Understanding changes
8 12-16/6	Seasons- Autumn	I can name autumn and recognise associated weathers, clothing and things I might see.	Bulb: I can explore sensory materials relating to autumn. Branch: I can name / identify the season of autumn. I can recognise key features of this season. Blossom: I can understand seasonal changes and season specific characteristics.	Sensory: C8- Sequence and patterns in creative activities Intro & Progression: MC9 - Community New Horizons:
9 19-23/6	Seasons- Winter	I can name winter and recognise associated weathers, clothing and things I might see.	Bulb: I can explore sensory materials relating to winter. Branch: I can name / identify the season of winter. I can recognise key features of this season.	Sensory: SH5- Selecting different clothing Intro & Progression: FG16- Geography New Horizons:

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			Blossom: I can understand seasonal changes and season specific characteristics.	
10 26-30/6	Seasons-Spring	I can name spring and recognise associated weathers, clothing and things I might see.	Bulb: I can explore sensory materials relating to spring. Branch: I can name / identify the season of spring. I can recognise key features of this season. Blossom: I can understand seasonal changes and season specific characteristics.	Sensory: SH8- Eating Intro & Progression: FG16- Geography New Horizons: R5- Feelings
11 3-7/7	Seasons-Summer	I can name summer and recognise associated weathers, clothing and things I might see.	Bulb: I can explore sensory materials relating to summer. Branch: I can name / identify the season of summer. I can recognise key features of this season. Blossom: I can understand seasonal changes and season specific characteristics.	Sensory: SH7- Drinking Intro & Progression: MF8- Citizenship; TL6- ICT New Horizons: H1- Personal Care (suncream)
12 10-14/7	Festival Week	I can access trips into the community.	Bulb: I can visit a new location with support. Branch: I can contribute towards a display which shows the activities of festival week. Blossom: I can choose a new location to visit in my community and behave appropriately.	Sensory: Cl6- Interacting during activities and events in your centre Intro & Progression: KH10- Expressive Arts; TL7- RE New Horizons: C1- Having your say
13 17-21/7	Sports Day/ Graduation	I can complete sports day activities.	Bulb: I can intentionally move my body in a range of positions. Branch: I can follow instructions related to sports day activities. Blossom: I can understand the rules of sports day activities.	Sensory: C4- Control and early awareness; P2- Different positions Intro & Progression: MC13- Sport and Leisure; FG13- Sport and Leisure; MF9- Community New Horizons: H2- Keeping fit
14 24-26/7	My learning this year	I can complete my scrapbook of the year's activities I can recognise things I am good at.	Bulb: My tutor can take photos of my amazing work and display it around school. Branch: I can take part in a group 'show and tell' and show off some of my good work. Blossom: I can talk about what makes me special and unique.	Moderation week

ASDAN programmes not included in curriculum map:

New horizons- 1. C3- Rights and responsibilities	Transition Challenge: Introduction and Progression Daily opportunities <ul style="list-style-type: none"> • KH6- ICT (show where ICT is used in the home or your centre) • TL12- Recreation (choose an activity to do in your free time) • TL17- Online Safety (show you know how to safely use 2 devices for online gaming) • TL18- Sex and Relationships (show that you know how to behave appropriately with other people) • MC6- ICT (use technology to make choices e.g., whiteboard, communication aid, computer program) • FG6- ICT (use technology to share an activity with others) • FG18 – Sex & Relationships (show you know how to be a good friend) • MF6- ICT (show you can use a new piece of ICT equipment)
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	<ul style="list-style-type: none"> • TL1- English (produce a written message) • TL10- Expressive Arts (take part in an arts activity which is new to you) • FG15- History (find a story from history that is interesting to you) • MC10- Expressive arts (look at different types of art media and choose which you like most e.g., pictures, music) • MC4- Design and Technology (make something that can be used in your centre) <p>Depending on specific pupil programs</p> <ul style="list-style-type: none"> • KH17- Online Safety (show you know about safety on the internet e.g., passwords, usernames, bank details) • MC17- Online Safety (show you know how to share information safely while using social networks) • FG17- Online Safety (show you know about sharing information safely using instant messaging on the internet) • MF17- Online Safety (show you know about cyber-bullying) • FG8- Citizenship (identify when a person/ group is being teased) <p>Timetabled trips/ activities</p> <ul style="list-style-type: none"> • Library – MF12 Recreation • Swimming- TL13 Sport and Leisure (visit a sports centre and take part in an activity) • Drama/ PE lessons- MF13 Sport and Leisure; • Food prep/ tech- MC3 Science (take part in an activity where materials change texture); MF2 Mathematics (lay a table for a group of people) <p>Other community links</p> <ul style="list-style-type: none"> • MF7- RE (visit different places of worship to find out about other religions) • MC7 – RE (investigate objects that are important to particular religions) <p>At home-</p> <ul style="list-style-type: none"> • All MFL – KH5, MC5, FG5, TL5 • TL11 Family/ Home (take part in a social activity with friends outside of school) • TL14 Work Related (take part in a meeting about your future) • FG7 – RE (show you know about different religious rituals and traditions)
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Snowflake School Themes: Primary Autumn & Spring Terms 22-23

Theme	Week /date	Topic	Outcomes: personalised accordingly for pupils	Examples	Resources
Autumn Term: All about me					
Settling In					
	1 06/09 - 09/09	My class, routine and my tutors	I know where my classroom is and can find my peg / locker.	Bulb: I can transition around school with a 'now and next' board. Branch: I can identify my classroom. Blossom: I can transition to my classroom and table independently.	Book: https://www.twinkl.co.uk/resource/tf-l-124-jakes-first-day-ebook Song: https://www.youtube.com/watch?v=x7yYE6Me9w8 Activity: Make a visual timetable, label my items
	2 12/09 - 16/09	My family and friends	I can share pictures of my family; I am beginning to know who is in my class.	Bulb: I can pair with and show awareness of people I work with / are close to me. Branch: I can receptively identify family members and friends. Blossom: I can create my family tree / circles of relationships.	Activity: Make a family tree or circles of friendship with tutors/peers. https://cypsp.hscni.net/dailyupdates-circle-of-trust/ https://www.childfun.com/themes/people/families/#FamilyArts_and_Crafts
	3 19/09 - 23/09	My home	I can share a picture of my home; I can move my picture from school to home.	Bulb: I can move my picture from home to school. Branch: I can identify where I live. Blossom: I know my full address and who I live with.	Song: https://www.youtube.com/watch?v=qZyJPZxsmZk
	4 26/09 - 30/09	My likes / dislikes	I can show what I like and dislike and sort pictures to show this.	Bulb: I show a preference for certain items. Branch: I can sort items and objects based on what I want and don't. Blossom: I can talk about my likes and dislikes.	Song: https://www.youtube.com/watch?v=frN3nvhlHUK Activity: https://www.twinkl.co.uk/resource/t-s-772-all-about-me
	5 03/10 - 07/10	My body	I can show I understand different parts of my body and create a body map.	Bulb: I can point to different body parts. Branch: I can label body parts. Blossom: I have an understanding of how our bodies work and move.	Song: https://www.youtube.com/watch?v=BwHMMZQGfOM Activity: https://www.pinterest.co.uk/pin/133700682676171732/
	6 10/10 - 14/10	My language and culture	I can share my language and culture and show I	Bulb: I can join in with circle time activities and celebrations of different festivals and cultures. Branch: I can recognise my own culture and language.	Activity: https://www.pinterest.co.uk/pin/57209857755069724/ Song: https://www.youtube.com/watch?v=472AnCrHYVs


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			know about others as well.	Blossom: I can learn and talk about different cultures and languages.	
	7 17/10 - 21/10	My learning so far	I can show I can remember what I have learnt so far.		
Culture and celebrations					
	8 31/10 - 04/11	Guy Fawkes Night	I can create a picture about Guy Fawkes and bonfire night.	Bulb: I can take part in fireworks craft activities. Branch: I can listen to the story 'Sparks in the Sky'. Blossom: I can discuss the significance and why this is celebrated.	Book: https://www.twinkl.co.uk/resource/t-l-53749-sparks-in-the-sky-ebook Activity: https://www.pinterest.co.uk/pin/313844667792922142/
	9 07/11 - 11/11	Diwali	I can listen to the story about Diwali and show I understand this.	Bulb: I can take part in an Attention Autism session relating to Diwali. Branch: I can paint and decorate tealights. Blossom: I can discuss the significance and why this is celebrated.	Book and Activities: https://www.twinkl.co.uk/resources/ks1-twinkl-originals-key-stage-1/twinkl-educational-publishing-fiction-story-books-story-primary-resources-english-key-stage-1/dipals-diwali-fiction-ks1-twinkl-originals
	10 14/11 - 18/11	Calendar	I can create a design for the school calendar.	Bulb: I can create a picture for a month with support. Branch: I know the months of the year. Blossom: I can use a calendar.	
	11 21/11 - 25/11	Halloween	I can take part in dressing up or using props.	Bulb: I can dress up in a costume. Branch: I can make props for my costume. Blossom: I can take part in pumpkin carving games with support.	
	12 28/11 - 02/12	Christmas	I can take part in Christmas crafts and identify or understand the significance of these.	Bulb: I can help decorate the Christmas tree at school and make ornaments with support. Branch: I can listen to stories about Christmas. Blossom: I can write a letter to Father Christmas.	Activity: https://www.pinterest.co.uk/pin/618893173803969481/
	13 05/12 - 19/12	Celebration	I can show how much I have learned this term.		

	14 12/12 - 16/12	Celebration	I can join in an end-of-term celebrations.		
Theme Spring Term: Community	Week /date	Topic	Outcomes / activities for the week		
All around Me					
	1 04/01 - 06/01	Settling back in	I can show I can remember what I have learnt in the Autumn Term.		
	2 09/01 - 13/01	Seasons: spring / summer	I can name spring and summer; I can show I understand the differences.	Bulb: I can explore sensory materials relating to spring and summer. Branch: I can name / identify the seasons. Blossom: I can understand seasonal changes and season specific characteristics.	Book: Seren's Seasons Song: https://www.youtube.com/watch?v=8Zjpl6fgYSY Activity: https://www.pinterest.co.uk/pin/211950726200975232/ , https://someonesmum.co.uk/2018/07/18/seasons-craft-sorting-activity/
	3 16/01 - 20/01	Seasons: autumn / winter	I can name autumn and winter; I can show I understand the differences.	Bulb: I can explore sensory materials relating to autumn and winter. Branch: I can name / identify the four seasons. Blossom: I can understand seasonal changes and season specific characteristics.	Book: Seren's Seasons Song: https://www.youtube.com/watch?v=8Zjpl6fgYSY Activity: https://www.pinterest.co.uk/pin/1060034831017277303/
	4 23/01 - 27/01	Day and Night	I can show the difference between day and night.	Bulb: I can sort daily activities between day and night with support. Branch: I can sequence my morning and night routine. Blossom: I can understand the changes that take place with the sun and moon.	Song: https://www.youtube.com/watch?v=gNDUPDtrkIQ Activity: https://www.twinkl.co.uk/resource/day-and-night-au-t-s-571
	5 31/01 - 03/02	Weather	I can identify different types of weather.	Bulb: I can join in with morning registration where we discuss the weather. Branch: I can identify the weather outside. Blossom: I can identify and discuss different weather conditions.	Song: https://www.youtube.com/watch?v=rD6FRDd9Hew Activity: https://www.pinterest.co.uk/pin/280841726754879522/
	6 06/02 - 10/02	Clothes	I can choose the appropriate clothes	Bulb: I can explore different accessories such as gloves, hats, sunglasses.	Activity: https://www.twinkl.co.uk/resource/dress-ups-weather-laminating-cards-au-a-170


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			and accessories to wear for the weather.	<p>Branch: I can sort clothing items into categories for each season.</p> <p>Blossom: I can choose weather appropriate clothes independently when getting ready in the morning.</p>	
Growth					
	7 20/02 - 24/02	Plants	I can show I know what a plant is.	<p>Bulb: I can explore different flowers and plants during circle time.</p> <p>Branch: I can paint pictures of plants and flowers.</p> <p>Blossom: I can identify different parts of a plant.</p>	<p>Book: https://www.twinkl.co.uk/resource/t-t-27769-eyfs-sams-seeds-story-powerpoint</p> <p>Activity: https://www.pinterest.co.uk/pin/102949541473920770/</p>
	8 27/02 - 03/03	Watching it grow	I can look after a plant as it grows.	<p>Bulb: I can take part in gardening activities with support.</p> <p>Branch: I can take on the responsibility to water a plant daily.</p> <p>Blossom: I can identify the things a plant needs to grow.</p>	<p>Activity: https://www.pinterest.co.uk/pin/449234131567331590/ https://www.twinkl.co.uk/resource/au-t-2-s-015-australia-what-plants-need-to-grow-powerpoint</p>
	9 06/03 - 10/03	Animals / baby animals	I can identify animals.	<p>Bulb: I can receptively identify / match animals.</p> <p>Branch: I can label different animals and identify the sounds they make.</p> <p>Blossom: I can match animals to their babies.</p>	<p>Songs: Old Macdonald had a farm Walking through the jungle</p> <p>Activity: https://www.pinterest.co.uk/pin/448811919116178579/</p>
	10 13/03 - 17/03	Habitats	I can find places where animals live.	<p>Bulb: I can match animals to where they live with support.</p> <p>Branch: I can differentiate between land and water animals.</p> <p>Blossom: I can name different types of habitats.</p>	<p>Song: https://www.youtube.com/watch?v=ukXrP5pPY8M</p> <p>Activity: https://www.pinterest.co.uk/pin/165014773838986649/</p>
	11 20/03 - 24/03	Food chains	I can identify foods animals eat.	<p>Bulb: I am exposed to songs / videos showing eating is how animals get energy.</p> <p>Branch: I can differentiate in a sorting activity.</p> <p>Blossom: I can draw a diagram of a food chain.</p>	<p>Activity: https://www.pinterest.co.uk/pin/547187423480749097/</p>
	12 27/03 - 31/03	My learning so far	I can show that I remember what I have learnt so far – Spring Term.		
Theme Summer Term: The world around us	Week /date	Topic	Outcomes / activities for the week		
My next steps					

	1 18/04 - 21/04	Transport	I can identify different types of transport.	<p>Bulb: I can play with train tracks and cars in my NET / play skills session.</p> <p>Branch: I can label different types of transport.</p> <p>Blossom: I know the difference between transportation on land, sea and air.</p>	<p>Song: https://www.youtube.com/watch?v=biX7NNxw_w8</p> <p>Activity: https://www.pinterest.co.uk/pin/15973773664787800/ https://www.twinkl.co.uk/resource/lets-take-a-trip-types-of-transport-powerpoint-t-tp-2660732</p>
	2 24/04 - 28/04	Transport	I can travel on a train / bus.	<p>Bulb: I can go on a bus / train journey with 1:1 support.</p> <p>Branch: I can tap my oyster card and sit on a bus / train with support.</p> <p>Blossom: I can follow a simple route from one destination to another with support.</p>	<p>Video: https://www.youtube.com/watch?v=-OymQdj0-CE https://www.youtube.com/watch?v=ct14gBESpeM</p>
	3 01/05 - 05/05	Road safety	I can show that I understand simple road safety rules.	<p>Bulb: I can hold hands, link arms or walk beside an adult.</p> <p>Branch: I know I need to walk on the pavement.</p> <p>Blossom: I am aware of the dangers of traffic and busy roads.</p>	<p>Video: https://www.youtube.com/watch?v=NeEF1fwT4k</p> <p>Activity: https://www.twinkl.co.uk/search?q=road+safety+activities&ca=244&ca=24&ct=sen&r=teacher</p>
	4 08/05 - 12/05	Road safety	I can cross a road safely with support.	<p>Bulb: I can go out for a walk in the community with support.</p> <p>Branch: I know what a red man and green man stands for.</p> <p>Blossom: I can follow road safety protocol such as 'stop, look, listen and think'.</p>	
	5 15/05 - 19/05	Road safety	I can use a zebra crossing with support.	<p>Bulb: I can go out for a walk in the community with support.</p> <p>Branch: I can identify what a zebra crossing looks like.</p> <p>Blossom: I can cross at a zebra crossing with some supervision.</p>	
	6 22/05 - 26/05	Money	I can recognise coins.	<p>Bulb: I can exchange coins for items in a supermarket with support.</p> <p>Branch: I can receptively identify coins.</p> <p>Blossom: I can understand the value of each coin and add values.</p>	<p>Activity: https://www.twinkl.co.uk/resource/cfe-n-72-early-level-assessment-number-money-and-measure-activity-sheet</p>
Transition and celebration					
	7 05/06 - 09/06	My learning so far	I can show I can remember what I have learnt so far – Summer Term.		
	8 12/06 - 16/06	People who help us	I can identify community helpers.	<p>Bulb: I can join in circle time and listen to songs about people who help us.</p> <p>Branch: I can match community helpers to their roles e.g., doctor – looks after you when ill.</p> <p>Blossom: I know who to ask for help when in the community.</p>	<p>Song: https://www.youtube.com/watch?v=ugsRzHMIF2o</p> <p>Activity: https://www.twinkl.co.uk/resource/community-helpers-who-can-help-me-powerpoint-us-ss-640 https://www.twinkl.co.uk/resource/t-t-29304-who-can-help-me-cut-and-stick-activity-sheet</p>

	9 19/06 - 23/06	Shopping	I can go to a supermarket; I can pay with support and pack items in a shopping bag.	<p>Bulb: I can go in to a supermarket and fill a basket with support.</p> <p>Branch: I can check out and fill bags with support.</p> <p>Blossom: I can pay for my items and bag them independently.</p>	<p>Activity: https://www.twinkl.co.uk/resource/shopping-list-writing-activity-t-e-1626311906 https://www.twinkl.co.uk/resource/t-a-189-shopping-lists-and-food-cards</p>
	10 26/06 - 30/06	Superheroes	I can recognise things I am good at.	<p>Bulb: My tutor can take photos of my amazing work and display it around school.</p> <p>Branch: I can take part in a group 'show and tell' and show off some of my good work.</p> <p>Blossom: I can talk about what makes me special and unique.</p>	<p>Song: https://www.youtube.com/watch?v=cyVzjoj96vs https://www.twinkl.co.uk/resource/t-c-2549258-i-am-an-amazing-person-activity-sheet</p> <p>Activity: https://www.twinkl.co.uk/resource/tf-or-43-we-are-all-different-what-makes-you-special-powerpoint</p>
	11 03/07 - 07/07	Summer holidays	I can look at or identify different activities that I may do when on holiday; I know that I will not be coming in to school.	<p>Bulb: I am exposed to activities in circle time.</p> <p>Branch: I can look at pictures of holiday activities and create a collage of what I might do with my tutor.</p> <p>Blossom: I can create a holiday scrap book and include things I want to do.</p>	
	12 10/07 - 14/07	Festival Week	I can access trips into the community with support.		
	13 17/07 - 21/07	Sports Day and Graduation	I can join in with group physical activities and games at Nevern Gardens.		
	14 24/07 - 26/07	My learning so far	I can show what I have learnt this year.		

Transition & Accreditation Opportunities/Pathways

Snowflake School Curriculum Transition & Accreditation Opportunities

