



# Sunbeams Curriculum Overview - Equals Curriculum

Sunbeams is an ARMS provision for Moderate Learning Difficulties, where pupils are expected to spend up to 50% of their time in school in their mainstream class, accessing the National Curriculum.

Currently, we have learners on the Informal, Semi-Formal and Formal pathways.

Pathways are fluid and some pupils may access some curriculum areas across different pathways where appropriate.

The two-year planning cycle enables a mixed group of learners to cover a wide range of topics before encountering the same theme again, by which time they may have changed pathway or may be able to access the content at a deeper level.

Themes are shared across all pathways, differentiated by core texts, curriculum focus, learning outcomes, Equals strands, strand codes, and key vocabulary. Core texts represent diverse authors and inclusive perspectives.

### Informal Pathway

Focuses on engagement, communication, and sensory exploration. Core texts are chosen for their repetitive language, sensory appeal, and opportunities for shared attention and interaction.

### Semi-Formal Pathway

Targets early learning concepts through story structure, sequencing, and themed exploration. Core texts support vocabulary development and link to 'My World', PSHE, and topic-based Equals strands.

### Formal Pathway

Supports structured subject-based learning such as English, Science, and Geography. Core texts are selected to promote reading comprehension, critical thinking, and topic-specific knowledge.






Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum
PMLD	Complex SLD, SLD/Autism	SLD, SLD/Autism	SLD/MLD Autism	
Profound and Multiple Learning Disabilities	Working consistently and over time at the most complex end of the SLD spectrum	Working consistently and over time at or below the earliest reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
				

Fig 1. The relationship between curricula in Equals multi-tiered curriculum approach