

Class: Busy Bees

Pathway: Semi-Formal

Term: Spring 1

To support behaviours in our class you will see the following strategies: redirecting, distraction methods, modelling and supporting with key words.



Reading Half Termly End Point:

Red: Listen as an adult talks about the book/picture or symbol. Share a book with an adult, paying attention to interesting pictures. Respond to familiar rhymes or songs. Identify photographs and pictures. Begin to have favourite books and looks for them.

Yellow – Discriminate between two sounds. Show awareness that letters convey meaning. Match letters and short words. Match objects to pictures and symbols. Choose between two symbols. Begin to show curiosity about content at a simple level e.g. may be able to answer basic two-word question 'what's this?'.

Blue: Identify half of the letters on a keyboard. Recognise all graphemes and digraphs taught in phase 2. Recognises up to 10 tricky / high frequency words. Recognise my own name and other familiar words in a variety of contexts. Know the difference between pictures, writing and symbols. Read some words or symbols linked to familiar vocabulary. Ascribe meaning to marks I see in different places e.g. recognise McDonalds logo.

Communication Half Termly End Point:

Red: Actively listen to a sound, when given a cue to listen e.g. 'Fire engine'. Respond to a simple request containing one key word. Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Understand and respond at one-word level, with visual cues or contextual support. Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object. Make a choice between two signs or symbols. Begin to show an understanding of single words in a context e.g. cup. Use single words, signs or symbols for objects. Communicate purposefully using voice, face or body. Relates symbols to 3 objects of reference. Imitate the actions of an adult. Repeat a vocalisation if an adult doesn't understand. **Yellow:** Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes. Follow an instruction with 2 key words. Select a familiar object by name, go to find object or select from a group. Understand a sentence with 3 key words; big red ball. Understand concepts e.g. big/little. Communicate in a range of different situations; requesting, greeting, displeasure etc. Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.

Blue: Enjoy listening to repetitive familiar poems, short verses and jingles. Identify words beginning with a specific sound. Follow an instruction with 3 key words. Name an object from a verbal description. Understand humour such as simple jokes / rhymes. Understand instructions containing a sequence of words; first, after, last. Understand the language of same and different. Begin to use 'and' and 'because' in more complex sentences. Retell a simple event in the correct order. Begin to ask more complex questions. Play with sounds in word games e.g. I spy.

Maths Half Termly End Point

Red: Pupils interacts with familiar number rhymes and songs, Pupil experiences 1:1 correspondence in everyday situations, Pupil touches, observes or gazes at objects one at a time as adult counts, Pupil indicates which group contains one. Pupil indicates one object, Pupil indicates 2 objects.

Yellow: Pupil demonstrates an understanding of 1:1 correspondence in everyday situations, Pupil participates in number activities reciting numbers one to five and may use fingers to identify numbers, Pupil creates sets to three, Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins Set 2 Pupil makes sets up to 5 on request, Pupil begins to recognise numerals 1 – 3, Pupil can count objects reliably up to 5, Pupil joins in rote counting to ten, Pupil makes an identical set of numbers to 5, Pupil begins to match sets of numerals 0 – 5, Pupil responds to key vocabulary e.g. number, how many, count, same number as etc.

Blue: Pupil joins in rote counting beyond 10, Pupil writes numerals with some inaccuracies, Pupil begins to count objects to 10 including objects placed randomly, Pupil begins to count and recognise numerals 0 – 10, Pupil begins to label sets with numerals 0 – 10, Pupil recognises that the number of objects in a set is not affected by their size or position Set 2 Pupil counts objects reliably to 10 including objects placed randomly, Reads most numbers to 10, Pupil sequences numerals 0 – 10, Pupil labels sets with numerals 0 – 10, Pupil begins to record numbers to 10

Art Half Termly End Point:

Red: 1. Notice and show interest in the effects of making movements which leave marks. 2. Begin to match primary colours. 3. Show an interest in my work.

Yellow: 1. Show some control when using a mark making tool. 2. Actively make a choice of different colours (paint/pencil) 3. Communicate about what I am doing and give a simple reason.

Blue: 1. Build up a repertoire of different objects I can draw (e.g. house animal). 2. Choose a particular colour to use for a purpose. 3. Communicate about my work, giving details and opinions.

HCS Half Termly End Point:

Red: Interact with others and explore new situations when supported by a familiar person. Explore new toys and environments, returning for reassurance (checking in) when needed. Engage other people to help achieve a goal. accept interaction with another person interact with people by accepting massage accept close proximity of another person during an activity understand yes and no and some boundaries

Yellow: Seek out others to share experiences. Respond to a few appropriate boundaries with encouragement and support. Explore objects by linking together different approaches share and take turns with adult support. attempt a new activity with adult's support. ask an adult to solve a problem for me take part in pretend play routines.

Blue: Play in a group, extending and elaborating play ideas. Show understanding and cooperate with some boundaries. Know what a goal is in relation to something I want to do. anticipate when help is required and sometimes provides it show confidence in asking adults for help understand what support means know who supports them

PE Composite Half Termly End Point:

Red: Move to music. Stop and start when the music stops and starts. Play musical statues. Move rhythmically to music.

Yellow: Dance to music when the music starts. Initiate movements using simple rhythms. Use arm movements when dancing. Move freely and confidently. Move my arms in opposite directions e.g. up and down.

Blue: Change my movements with the music. Combine two movements using different body parts. Imitate movement



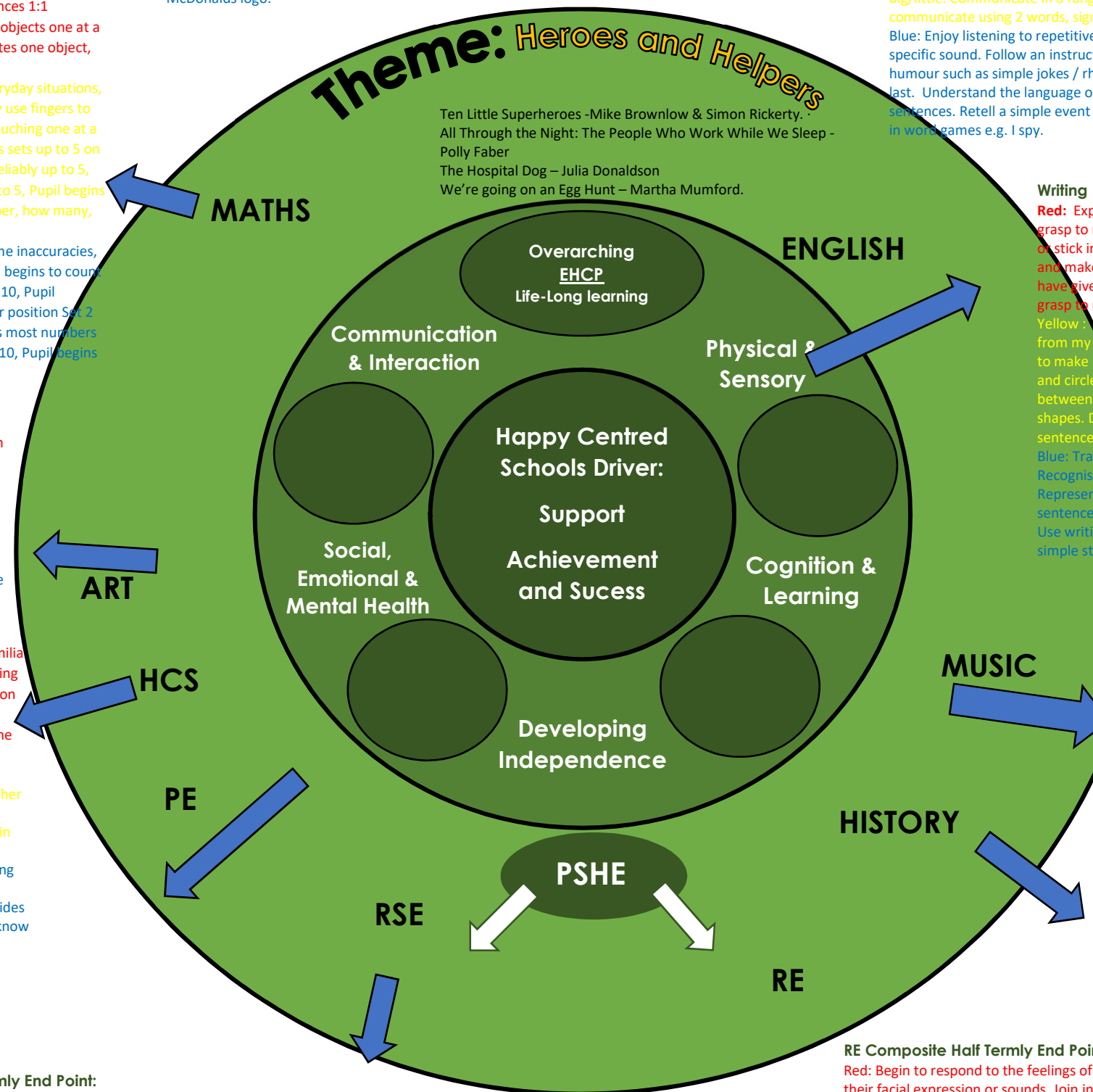
To support pupils to have a voice we will use pupil parliament, communication boards & book, PECs.

RSE Half Termly End Point:

Red: Respond positively to naming games (e.g. find my nose, tummy, eyes etc.) Start to notice that some parts of my body are for me only Show an awareness of self when looking in the mirror or at a picture of me. Take a few turns in a game with support. Accept interaction with another person (e.g. give and receive an object.) Play alongside others.

Yellow: Point to main body parts on request Show a curiosity about people Show an interest in stories about me and my family Show an interest in other's play and begin to join in. Tolerate being part of a small group. Share and take turns with adult support

Blue: Name and point to more complex body parts on request Identify the gender of peers and adults. Shows awareness of personal boundaries and understands that their body belongs to them Demonstrates awareness of others' personal space and responds to cues about touch (yes/no) Choose to play with my special (chosen) friend. Confidently interact with other children when playing. Initiate physical play. Actively 'play' with others (e.g. copy actions.)



Writing Half Termly End Point:

Red: Explore objects intentionally with my hands. Hold a pen, brush or stick in palmer grasp to make marks. Begin to draw lines in vertical or horizontal. Hold a pen, brush or stick in palmer grasp to make marks. Begin to recognise familiar rhymes. Scribble and make dots. Travel with a PECS card to an adult or peer. Choose another card if I have given the wrong PECS card – 4 step error. Hold a pen, brush or stick in palmer grasp to make marks. Use gross motor movement to make lines and circles.

Yellow: Follow a route using a mark making tool. Make marks resembling letters from my name. Draw lines and circles. Hold a pen, brush or stick in early tripod grasp to make marks. Make clear choices about the marks I use e.g. a combination of lines and circles. Listen to the sounds at the beginning of words and hear the differences between them. Recognise rhyming words. Begin to trace over some lines or simple shapes. Distinguish between the marks that I make. Add quantities into my PECS sentence. Use writing in play. Make my own marks in or about a piece of work.

Blue: Trace over lines and patterns independently. Trace over letters independently. Recognise tricky words taught in phase 2 and 3. Attempt to write / type phonic based. Represent a word with an initial letter. Use sentence builders to create different sentences e.g. 'I want', 'I see', 'I hear'. Write labels – with some recognisable letters. Use writing to add meaning to pictures. Use writing in role play situations. Retell a simple story. Use words from my environment in my work.

Music Half Termly End Point:

Red: Recognise familiar songs and copy actions or sounds (e.g. the wheels on the bus.) Look for a musical instrument played out of sight. Copy a sound or movement. Explore different instruments with adult support.

Yellow: Share and take turns with adult support. Join in with sound lotto game. Show an interest in the way musical instruments sound. Handle instruments coactively.

Blue: Repeat a short rhythm on an instrument. Listen to a musical instrument being played and identify which one it is. Use simple

History Half Termly End Point:

Red: Recognise pictures of myself, family or places. Explore objects intentionally with my hands, showing a curiosity. Remember that some actions are important or exciting.

Yellow: React to an audience and repeat an action that has been received positively Match two identical pictures. Remembers and anticipates words or phrases from a familiar story.

Blue: Look at historical books, photos or videos – handle printed materials carefully. Begins to recognise 'Old' and 'New' Recognise special people in my life including important people who can help me



Classroom



Independence

RE Composite Half Termly End Point:

Red: Begin to respond to the feelings of others, for example, mimicking their facial expression or sounds. Join in with activities by initiating ritual actions or sounds.

Yellow: Use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings. Experience a variety of religious experiences, through; music, drama, colour, lights, food, or tactile objects.

Blue: Recognise and name the needs and feelings of others. Understand how different people show love and compassion. Pupils listen to, and begin to respond to. familiar religious stories. poems and music. and

In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; independence and communication

To support pupils to develop independence we encourage Children to help themselves trying to put on their own clothes and accessing their own resources