

Class: Bees

Pathway: Semi-Formal

Term: Summer 1



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



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

Strand 1: Number Set 2

Half Termly End Point:

Red: Pupil shows awareness of number names in various scenarios Pupil experiences handing over money in payment for something with full adult prompts. Pupil indicates one object. Pupil indicates 2 objects.

Yellow: Level 1: Pupil shows awareness of same as/different to e.g. matching coins Pupil demonstrates an awareness of none / zero / nothing / nil. Level 2:pupil 'purchases' an item in value up to 5p by counting out in 1p coins In practical situations, pupil responds to 'add one' 'take one'

Geometry Set 3

Red: Pupil combines objects to make simple constructions.

Yellow: Pupil manipulates 2D/3D shapes Pupil begins to build using 2D/3D shapes

Composite Half Termly End Point:

Red: Responds to simple requests. E.g. chop, more or wash. Relates three pictures to three objects. Remembers where objects belong. Can press buttons, showing some awareness of cause & Effect.

Yellow: Understands what familiar objects are used for e.g. knife, fork and spoon. Follow an instruction with 2 key words e.g. chop cucumber. Remember where equipment is located and puts objects away. Knows to wait once a button has been pressed.

Composite Half Termly End Point:

Red: Show awareness of the sun. Show awareness in the changes in the weather. Notices changes in temperature, sound or light. Notice and draw attention to things outside e.g. rain / flowers/ aeroplane.

Yellow: Observes the weather. Notices and begins to comment on changes/effects outside e.g. trees, seasons. Recognise rain, puddles and ice. Can change materials by adding water / pressure

Composite Half Termly End Point:

Red: Accept support from a familiar adult to try new activities and taker part Seek a familiar adult to share emotions with such as Joy or sadness Show a range of emotions such as happy, sad, excited, afraid.

Yellow: Show awareness of different emotions in picture form – i.e. facial expressions Accept yes and no boundaries without frustration.

Composite Half Termly End Point:

Red: Play games involving sending and receiving activities with adult. Throw a beanbag or soft ball with no intended direction.

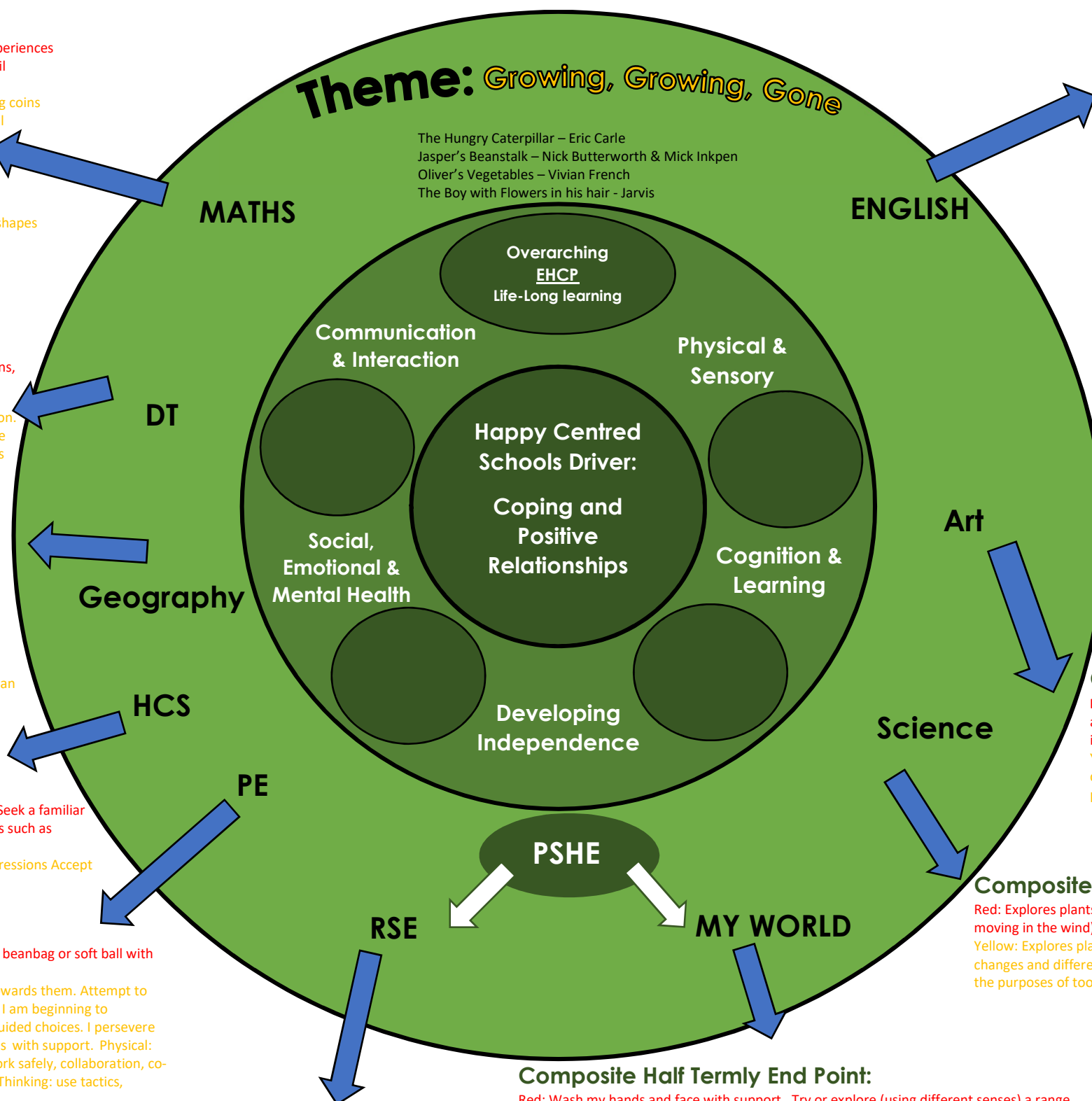
Yellow: Throw and roll a ball independently. Attempt to receive ball coming towards them. Attempt to catch a ball with straight arms. I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support. Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick. Social: work safely, collaboration, co-operation, support. others Emotional: perseverance, independence, honesty Thinking: use tactics, comprehension



To support pupils to have a voice we will use **communication book/boards, PECs, Makaton, BLQ.**

Theme: Growing, Growing, Gone

The Hungry Caterpillar – Eric Carle
Jasper's Beanstalk – Nick Butterworth & Mick Inkpen
Oliver's Vegetables – Vivian French
The Boy with Flowers in his hair - Jarvis



Reading Half Termly End Point:

Red: *Begin to imitate sound patterns made by adults. Show some awareness of the print in the environment. Select a few familiar words, pictures or symbols when presented in a familiar way. May make noises in response to a picture or object e.g. car bbrmm. Recognise that pictures tell a story. Look at a picture and begin to point to objects. Try to find a favourite book.

Yellow – Recognise some familiar words. Recognise some letters from the alphabet. Indicate to other words that have the same letter as my name. Look for specific objects in a book. Name objects in a book – by pointing/matching. Give meaning to some environmental sign, symbol or text. Answer where, what and who in simple terms. Fill in the missing words or phrase from a known rhyme/simple story.

Communication Half Termly End Point:

Red - Understand and respond to a simple request with gesture. Identifies the correct object by sound e.g. points to dog when 'woof' is said. Hand an adult an object or symbol from a choice of 3. Respond appropriately to simple requests such as 'clap your hands.' Demonstrate an understanding of 10-20 familiar words, pictures or signs. Use a single word, sign or symbol to convey an immediate choice of activity. Try to get an adults attention for amusement. Make a choice between two symbols or objects.

Yellow - Fill in the missing word in a rhyme. Attempt to copy new sounds or words. Join in with a sound bingo / lotto game. Show an understanding of up to 50 words, signs, pictures or symbols. Understand up to 10 verbs. Begin to understand the words for emotions. Show an understanding of more complex sentences.

Writing Half Termly End Point:

Red: Use gross motor movement to make lines and circles. Use a mark making tool to make scribbles and dots. Use my index finger to make marks. Begin to understand that marks have some meaning and begin to make some marks. Shows awareness of rhythm and rhyme e.g. moving body. Identifies the correct object by sound e.g. points to dog when 'woof' is said. Construct a sentence and exchange the strip. – just adding the choice of PECs to an 'I want' strip. Make a choice between a preferred and non-preferred symbol/ picture. Choose between several cards to make a choice. Use a mark making tool to make scribbles and dots.Put marks and symbols alongside a picture or photo.

Yellow: Begin to copy marks made by an adult. Make clear choices about the marks I use e.g. a combination of lines and circles. Show an awareness that letters carry meaning. Make letter like marks in sensory media. Begin to listen to most sounds within words (CVC) and begin to remember the order .Listen as an adult models oral

Composite Half Termly End Point:

Red: Explore and experiment with a range of media through sensory exploration and actions. Show an awareness of the purpose of familiar tools. Notice and show interest in the effects of making movements which leave marks.

Yellow: Match and group a range of colours, identifying if one is different. Explore colour and mixing colours. Make models using malleable media.Select a tool for a purpose and communicate what it does (e.g. cut, stick).

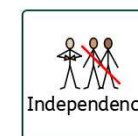
Composite Half Termly End Point:

Red: Explores plants and their textures by handling. Observe changes in plants (leaves and trees moving in the wind). Imitates and improvises actions they have observed e.g. watering the plants. **Yellow:** Explores plants independently, paying attention to cause and effect. Begins to notice changes and differences in plants. In role play uses plants/vegetables, shows an understanding of the purposes of tools linked to plants and vegetables.

Composite Half Termly End Point:

Red: Wash my hands and face with support. Try or explore (using different senses) a range of familiar foods with different consistencies and textures, and begins to show preferences.

Yellow: Attempt to brush my own hair and teeth. Begins to wash hands and his own face. Try or explore a range of foods, familiar and non-familiar.



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