



**Class:** *Butterflies*

**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;

### Reading Half Termly End Point:

**Pink:** Enjoy looking at books and printed materials. Show I want an enjoyable story to continue. Make sounds using objects or instruments as a story is being read. Reach out for a favourite book or puppet. Make choices. Understand some gestures in context e.g. waving. Show anticipation of what will come next in a familiar story. Begin to respond to pictures related to familiar routine.

**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:

**Pink** - Listen to a familiar voice even if the speaker is out of sight. Locate a range of sounds with accuracy. Understand what waving 'bye bye' means. Use vocal sounds to attract attention. Reach and release a PECS card into the hand of an adult. – exchange. Show understanding of a few simple words.

**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 adult's 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.

### Strand 1: Number Set 2

#### Half Termly End Point:

**Pink:** Begins to be aware that an object still exists when out of sight. Respond to repeated patterns of sounds; for example, peekaboo, theme tunes or resonance board.

**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

**Pink:** Explores objects by handling.

**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:

**Pink** I can tolerate an adult washing my hands and putting an apron.: Begin to respond to pictures related to routine E.g. familiar fruits, vegetables and cooking equipment. Recognises familiar places. Begin to show understanding of objects of reference.

**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:

**Pink:** Shows some awareness of rain or sunshine. Handles natural materials. Looks and sometimes responds to a range of environmental colour. Handle a range of textures from my environment.

**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:

**Pink:** Respond to being held, rocked or soothed by other means. Respond to familiar adults.

**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:

**Pink:** Respond to sight of ball without prompt tries pushing or exploring. Use other parts of body to move ball. Use part of my body to intercept ball. Play simple ball games with assistance.

**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...

#### Composite Half Termly End Point:

**Red:** Tolerate and take part in care routines (e.g. hand massage.)

Begin to responds to the word/ symbol Stop

**Yellow:** Cooperate and respond positively to an adult when I am out in the community. Respond to the word Stop

#### Composite Half Termly End Point:

**Pink:** To be taught as part of daily routine to ensure it is fully embedded. Personal care routine time to be highlighted on timetable.

**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

