

Class: Butterflies

Pathway: Semi-

Formal

Term: Summer 1



will see the following strategies: redirecting, distraction methods, modelling and supporting with key



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

DT

Geography

**MATHS** 

## To support behaviours in our class you Reading Half Termly End Point:

Theme: Growing, Growing, G

Oliver's Vegetables – Vivian French

Communication

& Interaction

**RSE** 

Social.

**Emotional &** 

Mental Health

The Boy with Flowers in his hair - Jarvis

Overarching

**EHCP** 

Life-Long learning

**Happy Centred** 

**Schools Driver:** 

Coping and

Positive

Relationships

**Developing** 

Independence

**PSHE** 

Jasper's Beanstalk – Nick Butterworth & Mick Inkpen

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

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 bbrrmm. Recognise that pictures tell a story. Look at a picture and begin to point to objects. Try to find a favourite book. ow – 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

Physical &

Sensory

Cognition &

Learning

**ENGLISH** 

Art

Science

**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

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. mate Pupil demonstrates an awareness of none / zero / nothing / nil. Level 2:pup '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.

Strand 1: Number Set 2

Red: Pupil combines objects to make simple constructions.

'ellow: 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

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.

## 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.

ellow: 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:

k: 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.

#### 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.

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

: 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.

**MY WORLD** 

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 preference

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.

#### 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.

Pink - Listen to a familiar voice even if the speaker is out of sight. Locate

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 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.

#### Writing Half Termly End Point:

Pink: Use different actions for different purposes e.g. stroking, waving, clapping. Reach for objects with both hands. Make marks on paper. Begins to show an awareness of rhythm and rhyme, through familiarity. Listen to sounds made using our bodies. Reach and release a PECS card into the hand of an adult. – exchange. Communicates needs and feelings in a variety of ways. Show anticipation and recognition of objects of reference. Use different actions for different purposes e.g. stroking, waving, clapping. Communicates needs and feelings in a variety of ways. Reach for objects with both hands

**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 or 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:

Pink: Explore texture in my environment. Use my fingers to create marks (even by chance) in paint, wet sand, flour or other sensory material. Show an awareness of the purpose of some objects and tools.

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:

Pink: Show an interest in objects including plants and explore them using senses. Notice changes in number of objects / changes in quantity.

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.



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