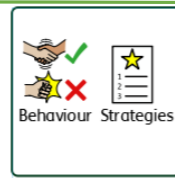




Class: Holly
Pathway: Semi-formal
Term: Spring 2



To support behaviours in our class you will see the following strategies: break out space (calm room), team teach, deep pressure, firm voices, distraction.

In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; curiosity and confidence to explore and find items of interest, be self-regulated, create calmness and opportunities for incidental learning.



Strand 2: time Half Termly End Point:

Red: Show awareness of transition time with prompts and experience time through speed and controlled event. (fast slow).
Yellow: Level 1: Respond to vocab about time speed and controlled events and select time related images.
 Level 2: Use vocab about time of day, speed and controlled events and help to sequence time related images.
Blue: Level 1: Begin to use non-standard units of measure for time and begin to use time related vocab e.g. today, morning, Sunday, home time.
 Level 2: Use time related vocab, time sequence images. and carry out activities for measured length of time.

Strand 3: Geometry Half Termly End Point:

Red: Show awareness of transition time with prompts and experience time through speed and controlled event. (fast slow).
Yellow: Level 1: Manipulate 2D/3D shapes. Level 2: Begin to build using shapes.
Blue: Level 1: Pupil makes simple constructions based on pictures with 2D shapes. Level 2: Pupil creates pattern/pictures using 2D shapes and builds using 3D shapes

Strand 4: Number Half Termly End Point:

Red: Interact with number songs and counting activities, developing understand of one and two. 1:1 correspondence.
Yellow: Begin to make sets of 3 and 5 and count objects to 3. Match numerals and quantities to 5.
Blue: Count groups to 10, write numerals with some accuracy to 10 and order to 10.

Composite Half Termly End Point:

Red: Match colours and mark-make using paints independently. Begin to match primary colours.
Yellow: Identify colours and experiment with paint mixing independently. Begin to match and group a range of colours and identify if one is different.
Blue: Understand the names of primary and some secondary colours, and I am not phased by the different shades.

Composite Half Termly End Point:

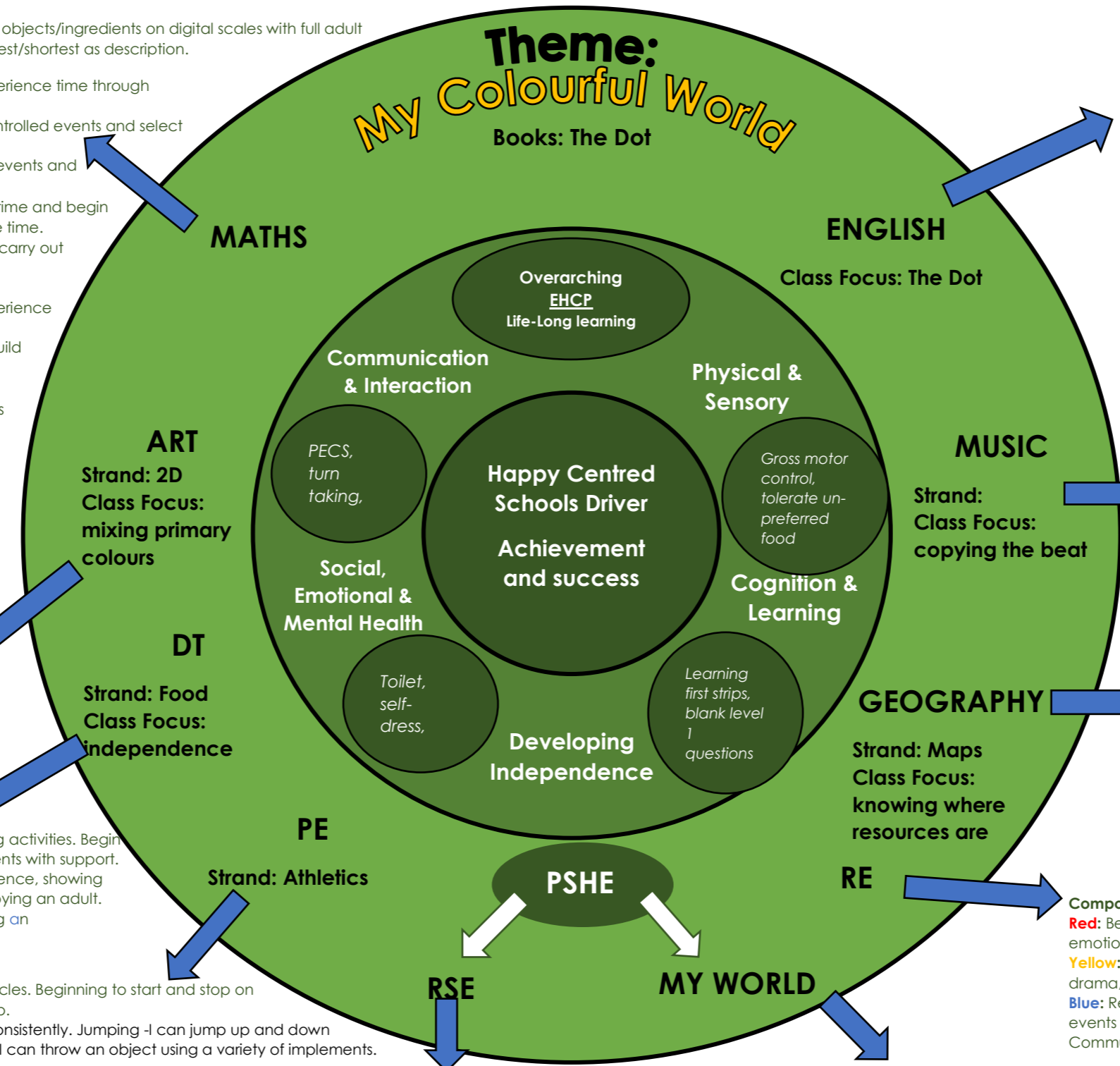
Red: Accept preparation activities when participating in cooking activities. Begin to recognise a range of familiar equipment and explore ingredients with support.
Yellow: Participate in preparation activities with some independence, showing recognition of familiar objects by using them correctly when copying an adult.
Blue: Independently prepare for a cooking lesson, demonstrating an understanding of equipment and its purpose.

Composite Half Termly End Point:

Red: Running I can run freely showing some awareness of obstacles. Beginning to start and stop on command. Jumping Explore raising legs and attempting to jump.
Yellow: Running- I can run in a straight line and start and stop consistently. Jumping -I can jump up and down and begin to jump forwards with no specific landing. Throwing- I can throw an object using a variety of implements. Such as: beanbag and soft ball.
Blue: Running I can run, with speed and effort and begin to participate in a simple race with support. Standing Long Jump – SLJ I can jump 2-2 feet and begin to jump a small distance using a visual marker. Throwing I can throw an object approximate direction using a variety of implements. Such as: beanbag and soft ball.



To support pupils to have a voice we will use... communication boards, PECS, Makaton, minimal simple language, communication sentence strips, individual communication books



Communication Half Termly End Point:

Red: Pupils will respond to noises made by adults and begin to attempt to copy noises and actions.
Yellow: Pupils will respond to different verbs and begin to use verbs to communicate a choice.
Blue: Pupils will answer question about images, photos and familiar events about who, where, what and when.
Reading Half Termly End Point:
Red: Pupil will take part in 1:1 reading with a sensory story, begin to anticipate sensory stimuli and looks towards character/objects in a book.
Yellow: Pupil will build 3 word sentences that include a noun + verb + location.
Blue: Pupils will begin to read simple sentences and blend sounds in simple words.
Writing Half Termly End Point:
Red: Pupil will hold a range of mark making tools in a palmer grasp to make undeliberate mark independently and with support will overwrite a range of line, circles and dots.
Yellow: Copy adult made mark building awareness of different lines and circles. Begin to independently attempt to draw some circles and lines in different directions.
Blue: Pupils will overwrite with some accuracy, giving meaning to what they have drawn and will begin to write phonetically.

Composite Half Termly End Point:

Red: Shows recognition of familiar songs, music and rhythms and begins to copy actions.
Yellow: Can copy the actions of an adult modelling a rhythm or a song and responds to single word instructions.
Blue: Confidence to create their own rhythms and joins in with small group performances, responds to instructions. Joins in with repeated refrains and anticipates key events and phrases in a familiar rhyme, song or stories.

Composite Half Termly End Point:

Red: Begins to identify familiar objects/items on route or within their classroom from a choice of two.
Yellow: Confidently and successfully collect and put away items I need/want in my classroom and familiar places in school.
Blue: Describe their immediate environment through simple maps, choice boards or questioning. Name familiar objects in: street, car & classroom.

Composite Half Termly End Point:

Red: Begin to respond to the feelings of others for example, matching their emotions and laughing when another pupil is laughing.
Yellow: Experience aspects of a variety of religions through stories, music or drama, answer questions and communicate their responds.
Blue: Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. Communicate simple facts about religions.

Composite Half Termly End Point:

Red: Play alongside others. Interact with others and explore new situations with support from a familiar person.
Yellow: Seek out others to share my experiences with. Show an interest in other's play and begin to join in. Actively 'play' with others (e.g. copy actions.)
Blue: Confidently interact with others when playing. Initiate physical play.

Composite Half Termly End Point:

Red: Understand 'no' when an adult speaks or shakes their head.
Yellow: Begin to understand and follow simple rules

To support pupils to develop independence we encourage...children to collect own resources with use of PECS, personal care/hygiene, independent exploration and curiosity in environment.

