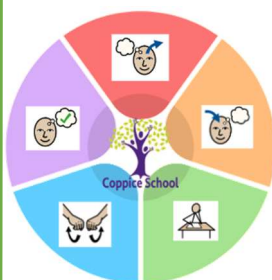


Week	Book	Communication	Reading	Writing
1	Traction Man	<b>Listening &amp; Attention</b> Follow an instruction with 2 key words. Follow an instruction with 3 key words. Listen to instructions with more than 1 point in many situations. Follow instructions in an unfamiliar situation.	<b>Phonics &amp; Decoding</b> Listen as an adult talks about a story or picture. Discriminate between two sounds. Recognise all graphemes and digraphs taught in phase 2. may blend unfamiliar sounds in words using the graphemes taught. Continue to apply phonic knowledge to decode words and reading words becomes more fluent.	<b>Fine Motor</b> Make marks resembling letters from my name. Trace over letters independently. Imitate adult writing. Ascenders and descenders are higher or lower than other letters. Ascenders are consistent and clear. Descenders are consistent and clear.
2				
3		<b>Understanding</b> Understand a sentence with 3 key words, eg big red ball. Understand instructions containing a sequence of words such as first, last, after. Use the appropriate vocabulary to describe my feelings and current event.	<b>Vocabulary</b> Share a book with an adult, paying attention to pictures. Match objects to symbols. Know the difference between pictures, writing and symbols. Reads simple instruction text / symbols/pictures.	<b>Graphemes</b> Begin to trace over some lines or simple shapes. Attempt to write / type phonic based. Begin to spell using pattern families – light, sight, bright. Use my knowledge of the sound and spelling of one word to help me spell another.
4				
5		<b>Communication</b> Imitate the actions of an adult. Repeat vocalisations an adult does. Begin to use 'and' and 'because' in more complex sentences. Begin to organise my thoughts into a sentence before expressing them.	<b>Comprehension</b> Begin to show curiosity about content at a simple level e.g., may be able to answer basic two-word question 'what's this?'. Sequence up to 3 pictures from a story. Retell a story in sequence. Understand, recount and sequence events and information.	<b>Sentence Structure</b> Begin to trace over lines or shapes. Add quantities into my PECS sentence. Use sentence builders to create different sentences, I see, I hear, I want. End my writing with a full stop. Add a full stop each time I finish a sentence.
6				<b>Writing for Purpose</b> Add quantities in my PECS sentences. Make my own marks in or about a piece of work. Use writing to add meaning to pictures. Add simple adjectives in my writing. Use familiar stories and rhymes as a base for my writing.



**Class:** Hazel

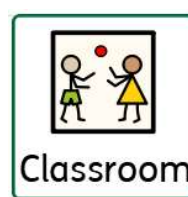
**Pathway:** Semi-Formal

**Term:** Spring 1



To support behaviours in our class you will see the following strategies:

Deep pressure, timers for reflection time, movement breaks, change of face, planned ignoring where needed, team teach, firm voices, symbols and minimal language, consistency. Break out spaces.



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

Communication, exploring new activities, phonics and maths skills, independence, self-regulation, love of reading.

**Strand 1: Number Set 1**  
**Half Termly End Point:**

**Yellow 2:** Pupil makes sets up to 5 on request

**Blue 2:** Pupil labels sets with numerals 0 – 10

**Green:** Read and write numbers from 1-20 in numerals and words.

**Strand 2: Measure Set 1&2**  
**Half Termly End Point:**

**Yellow 1:** elects the 'heavy / light', 'full / empty'

**Yellow 2:** Compares contrasting weights and describes as "heavy / light / the same"

**Blue 1:** Uses a range of apparatus to measure weight with adult support

**Blue 2:** Compares weight of two objects i.e., uses vocabulary heavier, lighter, the same

**Green:** Describe and make comparisons in words between measures of capacity and volume (full/empty, more than, less than, half, half full, quarter)

**Composite Half Termly End Point:**

**Red:** Recognise pictures of myself, family or places.

**Yellow:** Match two identical pictures.

**Blue:** Begins to recognise 'Old' and 'New'. Recognise special people in my life including important people who can help me.

**Green:** Identify similarities and differences from present day and the past. begin to find out about some famous people from the past and what they did.

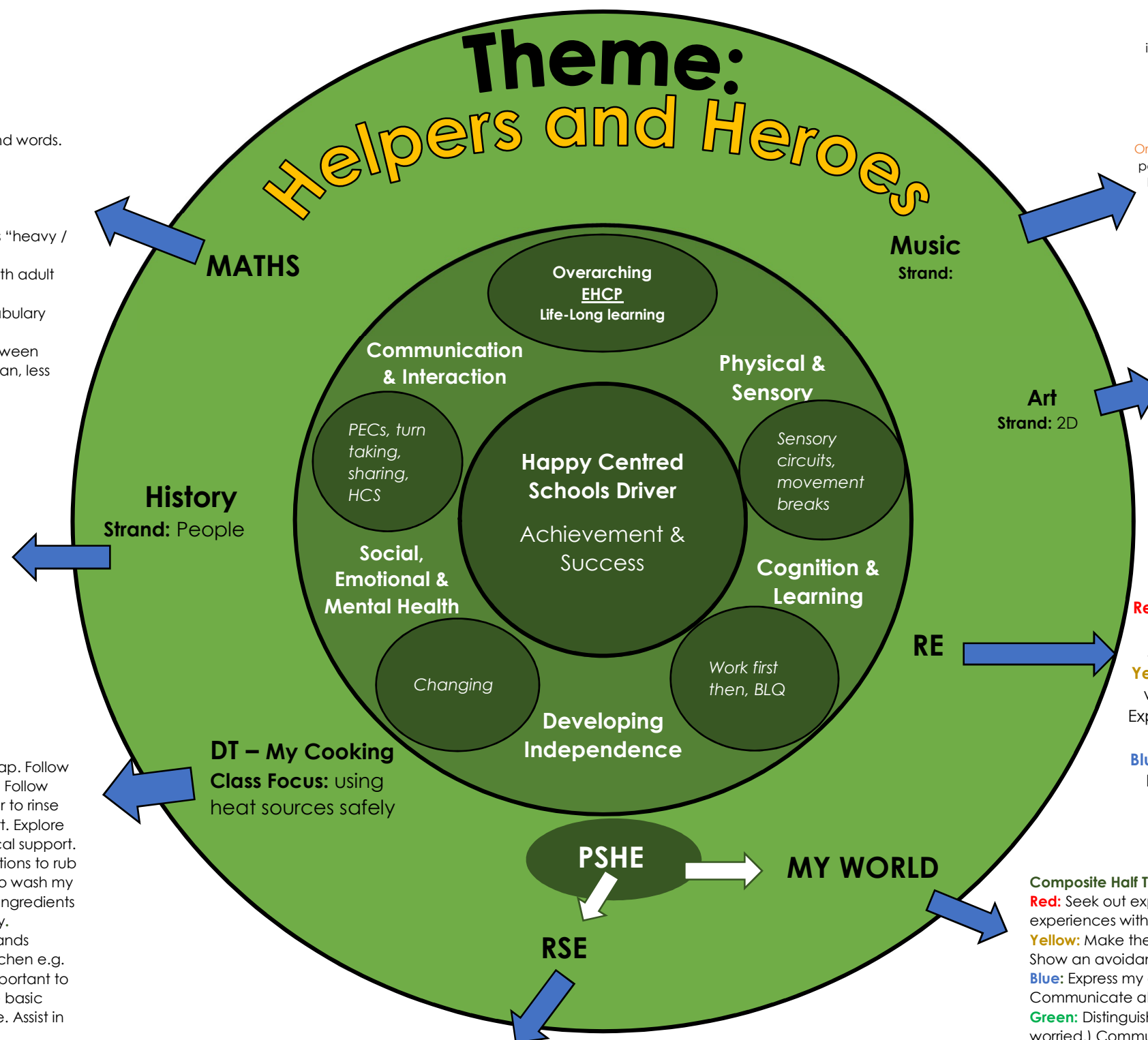
**Composite Termly End Point:**

**Yellow:** Follow instructions and prompts to turn on the tap. Follow instructions and prompts to rub my hands with soap. Follow instructions and prompts to put my hands under water to rinse them. Put on my apron with adult prompts and support. Explore mixing with physical support. Explore pouring with physical support.

**Blue:** Follow instructions to turn on the tap. Follow instructions to rub my hands with soap. Independently follow instructions to wash my hands. Find my apron and put it on independently. Mix ingredients independently. Pour ingredients independently.

**Green:** Wash my hands independently. Dry my hands independently. Know the basic hygiene rules in the kitchen e.g. wash hands before preparing food. Identify why it is important to be safe and hygienic in the kitchen. Select and use basic equipment safely. Identify a safety rule for using a knife. Assist in cleaning up.

# Theme: Helpers and Heroes



**Composite Half Termly End Point:**

**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 instruments and techniques appropriately. Make up simple songs.

**Green:** Recognise rhythmic patterns by vocalising/playing them back. Start and stop by following signals. Recognise and identify loud and quiet sounds. Identify different sound sources and instruments.

**Orange:** Clap the rhythm or syllables of a word or phrase. Identify the pace of music as fast/slow/getting faster or slower/and 'moderate'. Identify and name different instruments. Choose an instrument to create a specific sound.

**Composite Half Termly End Point:**

**Yellow:** Show some control when using a mark making tool. Actively make a choice of different colours (paint/pencil)

**Blue:** Build up a repertoire of different objects I can draw (e.g., house animal). Choose a particular colour to use for a purpose.

**Green:** Draw an object showing some identifiable detail. Experiment with colour, including making secondary colours, design and texture to create visual effects such as adding materials to paint.

**Orange:** experiment with colour, including making secondary colours, design and texture to create visual effects such as adding materials to paint.

**Composite Half Termly End Point:**

**Red:** Begin to respond to the feelings of others, for example, mimicking their facial expression 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. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals

**Composite Half Termly End Point:**

**Red:** Seek out experiences that make me happy / content. Accept new experiences with adult support.

**Yellow:** Make the choice to have or do something that makes me happy. Show an avoidance of activities or people that make me feel angry or upset.

**Blue:** Express my own emotions (e.g. sad, happy, cross, scared, worried.)

Communicate about the emotions of characters in a story or film.

**Green:** Distinguish between my own emotions (e.g. sad, happy, cross, scared, worried.) Communicate what makes me feel sad, happy, cross, scared, worried, anxious.



To support pupils to have a voice we will use...

communication boards, PECS, Makaton, simple language, sentence strips, communication books

**Composite Half Termly End Point:**

**Red:** Start to notice that some parts of my body are for me only

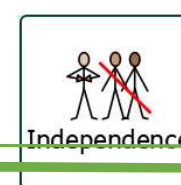
**Yellow:** Point to main body parts on request

**Blue:** Identify the gender of peers and adults.

Shows awareness of personal boundaries and understands that their body belongs to them

**Green:** Know that other people need permission before they can touch me.

Know that some parts of my body are more private than others.



To support pupils to develop independence we encourage...

Collect own resources with PECS, personal care, drinks station, independent changing, swimming and P.E.