

**Class:** Holly  
**Pathway:** Semi-formal  
**Term:** Spring 1



To support behaviours in our class you will see the following strategies: Countdowns, PECs, strong routines, modelling of positive behaviours from adults



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; independent child-initiated mark making, touch counting with correspondence to ten and beyond

#### Number:

Pupil indicates which group contains 'lots' ( more than one) With help pupil makes sets with one and with lots of objects. Pupil shows awareness of number names in various scenarios Pupil indicates one object. Pupil indicates 2 objects. Pupil experiences handing over money in payment for something with full adult prompts. Pupil has some understanding that things exist, even when out of sight Pupil makes sets up to 5 on request Pupil begins to recognise numerals 1 – 3 Pupil can count objects reliably up to 5 Pupil joins in rote counting to ten Pupil makes an identical set of numbers to 5 Pupil begins to match sets of numerals 0 –5 Pupil responds to key vocabulary e.g. number, how many, count, same number as etc. Pupil counts objects reliably to 10 including objects placed randomly. Reads most numbers to 10 Pupil sequences numerals 0 – 10 Pupil labels sets with numerals 0 – 10 Pupil begins to record numbers to 10

#### Measure:

Explores a range of objects / materials with clear contrast in weight. Demonstrates early understanding of weight e.g. braces self to lift heavy item. Explores making weight 'heavier / lighter' and attends to adult modelling vocabulary. Selects the 'heavy / light', 'full / empty' Uses a range of apparatus to measure weight with adult support Uses common vocabulary i.e. too big, too small and 'fits'.

#### Composite Half Termly End Point:

Recognise pictures of myself, family or places. Explore objects intentionally with my hands, showing a curiosity. React to an audience and repeat an action that has been received positively Match two identical pictures.

#### Composite Half Termly End Point:

Explore mixing with physical support. Explore pouring with physical support. Imitate and improvise observed actions, (e.g. crunching, pouring.) Open my mouth for a spoon. Attempt to use a spoon. Hold my own bottle or cup. Hold onto a small piece of food between finger and thumb (e.g. a biscuit) Follow instructions to independently wash my hands with some adult support. Hold cup with both hands and drink without much spilling. Ask for food or drink. Show willingness to try new food textures and tastes. Remember that some actions are important or exciting (e.g. pouring juice.) Use simple cutlery competently.

#### Composite Half Termly End Point:

Move to music. Stop and start when the music stops and starts. Play musical statues. Move rhythmically to music. Dance to music when the music starts. Initiate movements using simple rhythms. Use arm movements when dancing. Move freely and confidently. Move my arms in opposite directions e.g. up and down.



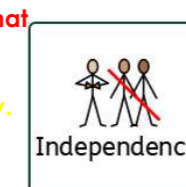
To support pupils to have a voice we will use...  
 PECs, communication books, Makaton, choices

#### Composite Half Termly End Point:

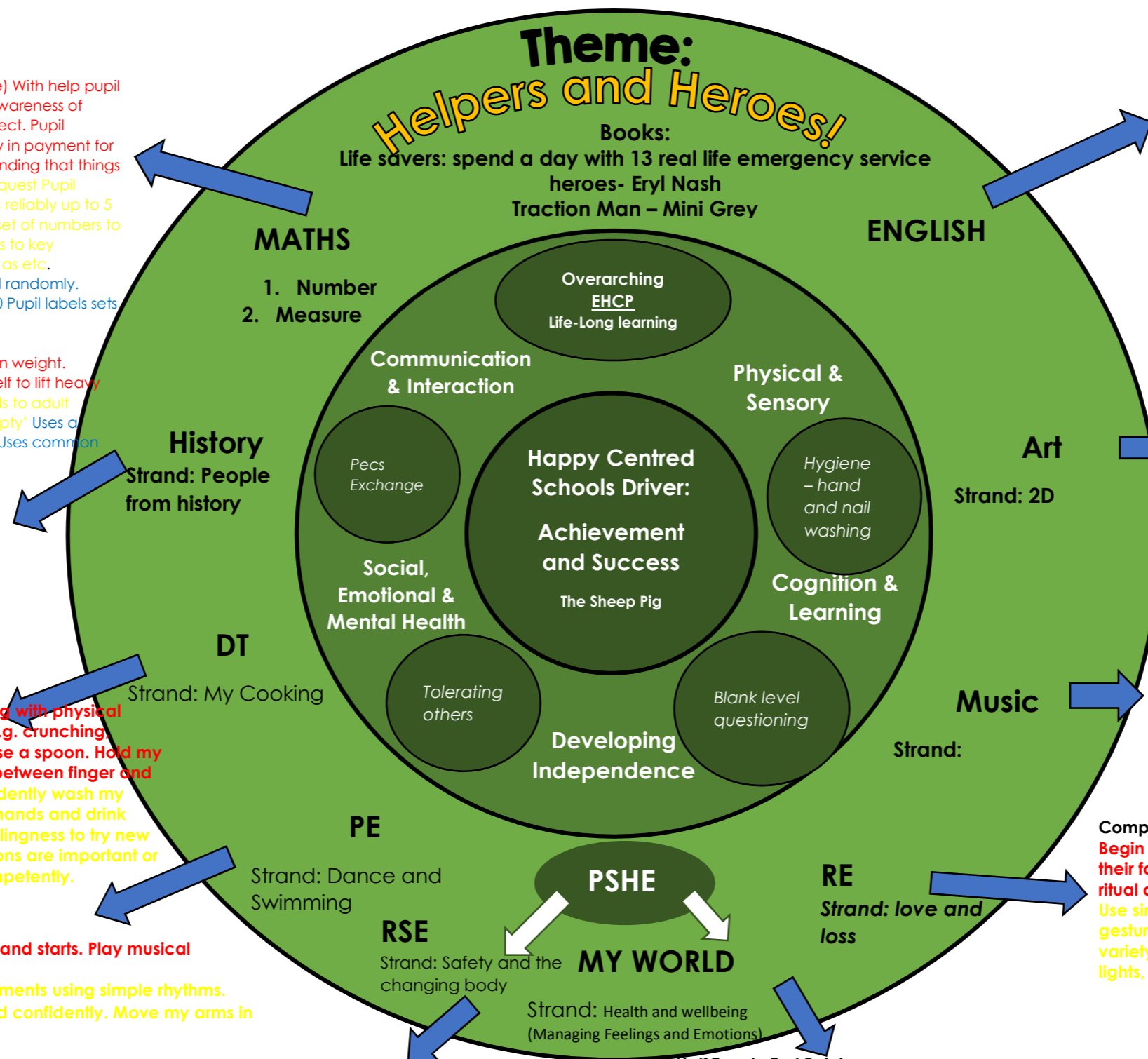
Respond positively to naming games (e.g. find my nose, tummy, eyes etc.) Start to notice that some parts of my body are for me only Show an awareness of self when looking in the mirror or at a picture of me. Point to main body parts on request Show a curiosity about people Show an interest in stories about me and my family

#### Composite Half Termly End Point:

Begin to show awareness of an adult copying my expressions and movements during Intensive Interaction. Seek out experiences that make me happy / content. Accept new experiences with adult support 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. Copy faces and expressions during Intensive Interaction.



To support pupils to develop independence we encourage...  
 Self-dressing, toileting, teeth brushing, hair brushing



#### Composite Half Termly End Point:

Recognise familiar songs and copy actions or sounds (e.g. the wheels on the bus.) Copy a sound or movement. Share and take turns with adult support. Join in with sound lotto game.

#### Composite Half Termly End Point:

Begin to respond to the feelings of others, for example, mimicking their facial expression or sounds. Join in with activities by initiating ritual actions or sounds. 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

#### Composite Half Termly End Point:

Notice and show interest in the effects of making movements which leave marks. Show some control when using a mark making tool.

#### Reading Half Termly End Point:

Listen as an adult talk about the book/picture or symbol. Share a book with an adult, paying attention to interesting pictures. Begin to have favourite books and looks for them Answer where, what and who in simple terms. Look for specific objects in a book. Recognise some letters from the alphabet Recognise all graphemes and digraphs taught in phase 2. Read some words or symbols linked to familiar vocabulary. Sequence up to 3 pictures from a story.

#### Writing Half Termly End Point:

Begin to draw lines in vertical or horizontal. Begin to recognise familiar rhymes. Travel with a PECS card to an adult or peer. Listen as an adult models oral segmenting and can recognise the differences between them. Begin to copy marks made by an adult. Add an extra card to my sentence to describe the object I want e.g. chocolate biscuit. – PECS Imitate an adults writing. Write labels – with some recognisable letters. Recognise tricky words taught in phase 2 and 3.

#### Communication Half Termly End Point:

Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Make a choice between two signs or symbols. Relates symbols to 3 objects of reference. Comment on what I have noticed e.g. weather, animals etc. Begin to understand the words for emotions Fill in the missing word in a rhyme Identify words beginning with a specific sound. Understand instructions containing a sequence of words; first, after, last. Retell a simple event in the correct order.