

**Class:** J1

**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:** Add single digit numbers in everyday situations

### 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'

**Green:** Identify similarities and differences from present day and the past.

#### Composite Termly End Point:

**Blue:**

Chop and spread with a knife with some control. Demonstrate an understanding of key concepts such as hot/cold, soft/crunchy

Handles equipment and ingredients safely and with increasing control, e.g., pouring flour.

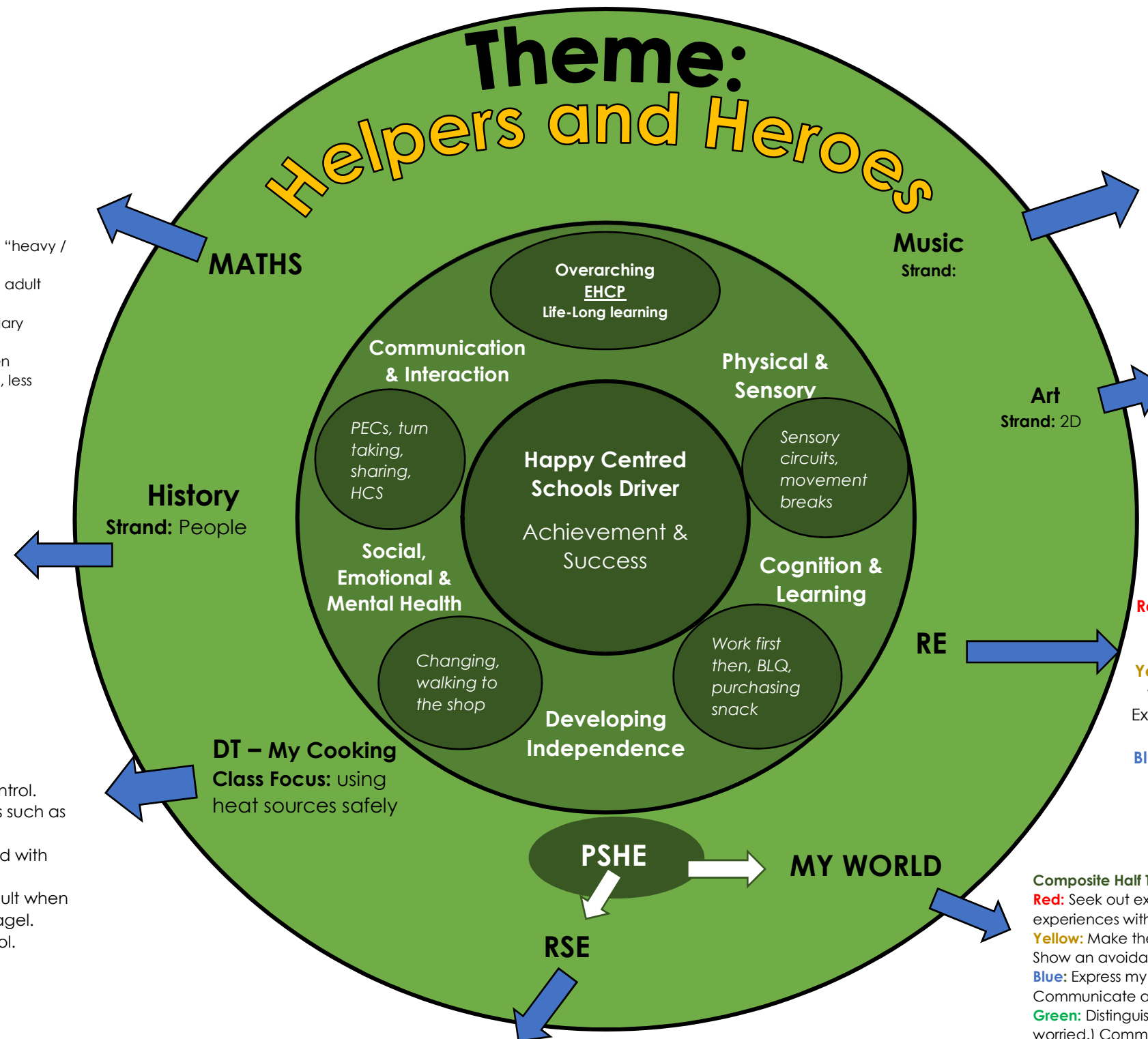
Spontaneously do observed action made by adult when adult is not there e.g., spread topping on bagel.

Use one handed cooking tools with control.



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

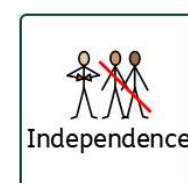
**Yellow:** Point to main body parts on request

**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 PE

#### Composite Half Termly End Point:

**Yellow:** Show an interest in the way musical instruments sound.

Handle instruments coactively.

Start and stop playing a musical instrument  
Share and take turns with adult support.

**Blue:** Repeat a short rhythm on an instrument.  
Listen to a musical instrument being played and identify which one it is.

#### 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.

#### Composite Half Termly End Point:

**Red:** 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.

**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.