



Class: J2
Pathway: Semi-Formal
Term: Spring



To support behaviours in our class you will see the following strategies: consistent routines, positive relationships, sensory regulation and communication support.



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

Number-set 1 (4 weeks)	Measure 1 and 2	Time set 1 and 2	Geometry set 2
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Number-set 1 (4 weeks)	Measure 1 and 2	Time set 1 and 2	Geometry set 2

Theme: My Colourful World

Books: Goodnight Mr Tom

Louise Braille

MATHS

ENGLISH

History

Composite Half Termly End Point:

Red: Recognise pictures of myself, family or places.

Yellow: React to an audience and repeat an action that has been received positively

Blue: Begins to recognise 'Old' and 'New'

Art

Strand: 2D

PE

Strand: Net and wall

Composite Half Termly End Point:

Red: Notice and show interest in the effects of making movements which leave marks.

Yellow: Show some control when using a mark making tool.

Blue: Build up a repertoire of different objects I can draw (e.g. house animal).

Composite Half Termly End Point:

Red: Play games involving sending and receiving activities with adult.

Yellow: Throw ball lacking direction.

Blue: Throw in approximate direction.

Composite Half Termly End Point:

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

Yellow: Show a curiosity about people

Blue: Identify the gender of peers and adults.

Composite Half Termly End Point:

Red: Accept new experiences with adult support.

Yellow: Make the choice to have or do something that makes me happy.

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

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