

Class: J3

Pathway: Semi-formal

Term: Spring 1



To support behaviours in our class you will see the following strategies: Planned ignore, sand timers, now and next, working for strips,



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; Phonics, a love for reading, zones of regulation and working walls.

Week	Maths Theme (Sub Theme)	Overarching Learning Objective (Progression Maps)
1	Number – Addition and subtraction	subtract single digit whole numbers in everyday situations subtract two-digit whole numbers in everyday situations.
2	Number – Addition and subtraction	recall all number bonds to 10 and use with reason to calculate bonds to 20. recall and use addition and subtraction facts fluently to 20 and derive and use facts relating to 100.
3	Number – Addition and subtraction	solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems solve problems with addition and subtraction: -Using concrete objects and pictorial representations, including those involving numbers, quantities and measures -Applying their increasing knowledge of mental and written methods
4	Number – Addition and subtraction	solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems solve problems with addition and subtraction: -Using concrete objects and pictorial representations, including those involving numbers, quantities and measures -Applying their increasing knowledge of mental and written methods
5	Consolidation week	
6	Geometry – shape	Pupil can name 2D and 3D shapes and counts the number of corners, sides and faces of everyday objects Recognise that not all rectangles, triangles, cuboids and pyramids are not always similar to each other

Composite Half Termly End Point:

Orange: Pupils will be completing an end point per lesson covering a total of 12 end points across the term, tinkering at some green end points.

Composite Half Termly End Point:

Blue: Look at historical books, photos or videos – handle printed materials carefully.

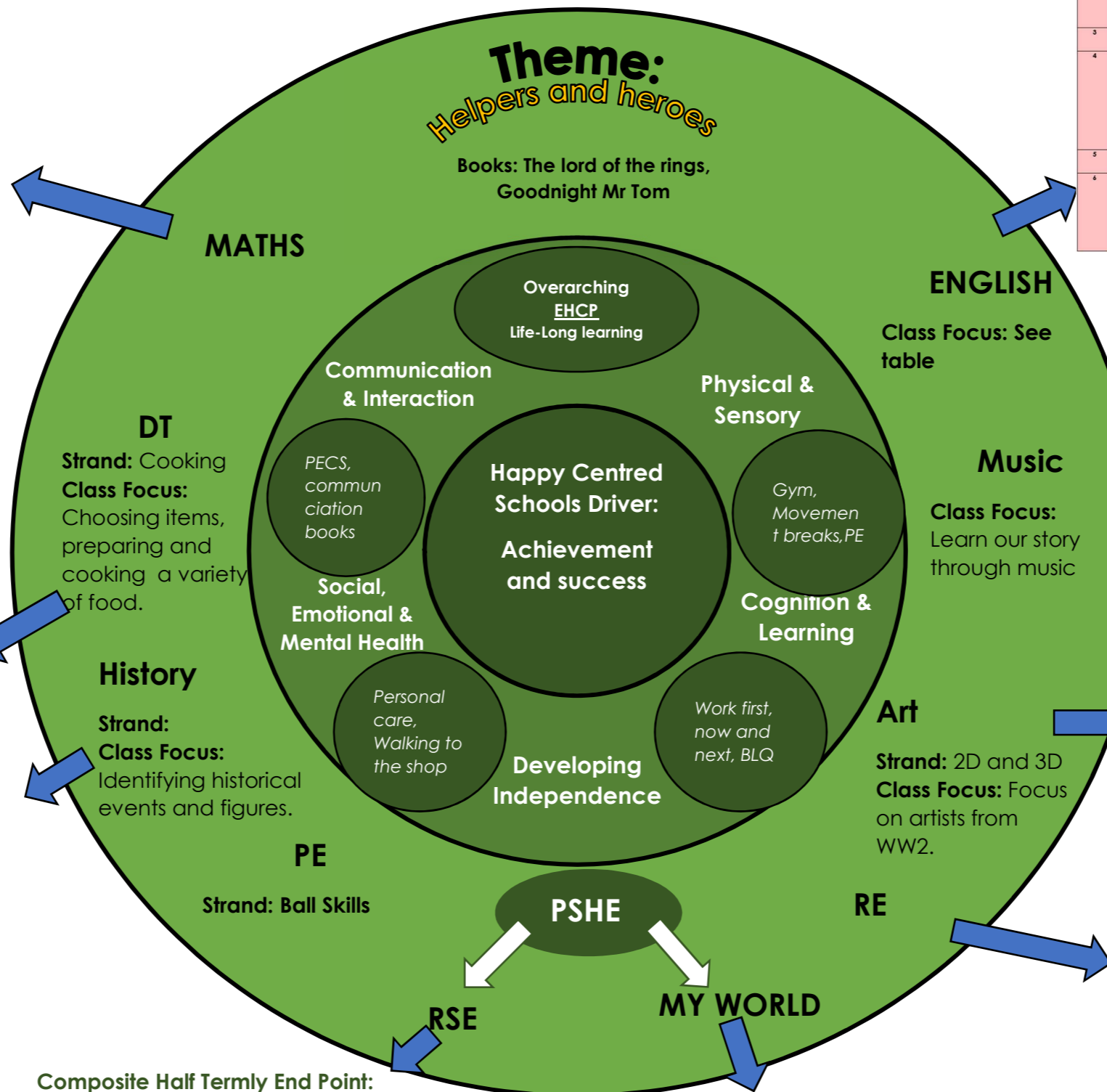
Begins to recognise 'Old' and 'New'
Green: Begin to find out about some famous people from the past and what they did. Identify similarities and differences from present day and the past.

Orange: Use an object or picture to respond to a who, what, when, where, why question. Identify some people from the past who are famous and explain what they did to become famous. Extract information from pictures.



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

Communication books, PECS, now and next, communication boards



Composite Half Termly End Point:

Green: Know that other people need permission before they can touch me, Know that some parts of my body are more private than others

Turquoise: Understand how to speak to trusted adults if i am worried or concerned about inappropriate touch

Composite Half Termly End Point:

Pupils have chosen a careers group. These consist of sing and sign (choir), Hospitality, Gardening, Imedia and animal care.

Week	Book	Communication	Reading	Writing
1		Listening and attention Identify words beginning with a specified sound Recall some knowledge from a story Can follow multi-step instructions without the need for visual support	Phonics and decoding Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent	Fine motor Write simple words and sentences Recall and describe a scene 1. Pupil to follow on from lesson prior - copying photos from the scene setting 2. Pupil to fill out a character description of Mr Tom. Focus on writing.
2		Understanding Identify the main message of a story Identify the characters in a story Show my understanding by explaining what may happen next Recap and review	Phonics and decoding Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent	Phonics – graphemes Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent
3		Understanding Identify the main message of a story Identify the characters in a story Show my understanding by explaining what may happen next Recap and review	Phonics and decoding Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent	Phonics – graphemes Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent
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5		Understanding Identify the main message of a story Identify the characters in a story Show my understanding by explaining what may happen next Recap and review	Phonics and decoding Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent	Phonics – graphemes Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent
6	Goodnight Mr Tom	Understanding Identify the main message of a story Identify the characters in a story Show my understanding by explaining what may happen next Recap and review	Phonics and decoding Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent	Phonics – graphemes Identify the letter sounds in a word Continue to apply phonics knowledge to decode words and reading words becomes more fluent

Composite Half Termly End Point:

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.
Make different sounds on an app

Composite Half Termly End Point:

Blue: Build up a repertoire of different objects I can draw (e.g. house animal). 2. Choose a particular colour to use for a purpose. 3. Communicate about my work, giving details and opinions

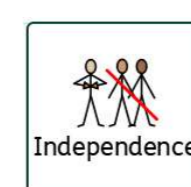
Green: Draw an object showing some identifiable detail. 2. Experiment with colour, including making secondary colours, design and texture to create visual effects such as adding materials to paint. 3. Improve my work.

Orange: Use sketchbooks and scrapbooks to represent my ideas and talk about work as it develops. 2. Try different materials and methods to improve, including making tones. 3. Analyse my own work with confidence

Composite Half Termly End Point:

Blue: Pupils listen to and begin to familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.

Green: Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings



To support pupils to develop independence we encourage...

Personal care, walking to the local community to purchase snacks