

Class: J3

Pathway: Semi-formal

Term: Summer 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	Book	Communication	Reading	Writing
1	The tiny seed	Learning and Attention Listen to an adult or a peer communicating whilst engaged in another activity. Make a helpful contribution in group discussion.	Phonics and Decoding Apply accurate phonics knowledge and skills as a means to decode a word. Accurately read most two or more syllable words.	The Writer Write most upper and lower cases correctly. Adjust the size and style of my writing depending on the purpose.
2		Independent Carry out a sequence of instructions e.g. at dinner, pot kneas, clap hands. Begin to predict what might happen next based on what has been said. Understand a sequence of instructions and how to follow a sequence of events. 1) Construction paper - with up construction 2) Bookworm - what will happen if you put a powerful blow not - which makes him/her hurt?	Phonics and Decoding 1) Sessions requiring - read about each season (simple facts in full text) - what happens then? 2) Look at the effect of each season on the seeds - full text 3) - Make the seeds 4) - Not water being	The Writer 1) Map the effects of - seasons to the seed - writing other 2) Create pictures for each season
3		Independent Carry out a sequence of instructions e.g. at dinner, pot kneas, clap hands. Begin to predict what might happen next based on what has been said. Understand a sequence of instructions and how to follow a sequence of events. 1) Construction paper - with up construction 2) Bookworm - what will happen if you put a powerful blow not - which makes him/her hurt?	Phonics and Decoding 1) Sessions requiring - read about each season (simple facts in full text) - what happens then? 2) Look at the effect of each season on the seeds - full text 3) - Make the seeds 4) - Not water being	The Writer 1) Map the effects of - seasons to the seed - writing other 2) Create pictures for each season
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5	The secret garden	Communication Communicate with peers and adults. Communicate about experiences. Show confidence in communicating to a group of peers so that they understand the message.	Comprehension and Fluency Explain how things are different and describe them. Explain who something has happened. 1) Look at the life cycle of a plant - what plants need to survive? 2) Discuss how we have control for our surroundings - what makes them grow? We did not see other them (link to prior knowledge).	Sentence Structure Construct simple sentences. Control simple sentences. 1) Use colourful sentences to write instructions for how to care for a plant (use a picture). 2) Write out the life cycle of a plant - draw pictures (use map sheet).
6		Communication Communicate with peers and adults. Communicate about experiences. Show confidence in communicating to a group of peers so that they understand the message.	Comprehension and Fluency Explain how things are different and describe them. Explain who something has happened. 1) Look at the life cycle of a plant - what plants need to survive? 2) Discuss how we have control for our surroundings - what makes them grow? We did not see other them (link to prior knowledge).	Sentence Structure Construct simple sentences. Control simple sentences. 1) Use colourful sentences to write instructions for how to care for a plant (use a picture). 2) Write out the life cycle of a plant - draw pictures (use map sheet).

Theme: Growing, Growing, Gone

Books: The tiny seed, Plants to the rescue, The secret garden, Holes

MATHS

Strand 1: Number set 2

Green: add and subtract one-digit and two-digit numbers to 20, including zero.

Orange: subtract two-digit whole numbers in everyday situations.

Strand 2: Number set 2

Green: Begin to know the doubles of numbers up to 10.

Orange: Recall and use the multiplication and division facts for the 2, 5 and 10 multiplication tables. calculate multiplication statements and use the multiplication, division and equals signs e.g. $2 \times 3 = 6$.

Strand 3: Measure set 3

Blue: Uses standard measures / non-standard measures of volume – scoop fulls / cup fulls etc.

Green: Take part in practical activities that involve measuring using standard scales with support

Orange: Compare weights and record results using $< > =$

Composite Half Termly End Point:

Orange: Name everyday cooking tools and find the correct tool in order to complete a task.

Composite Half Termly End Point:

Green: Describe the physical world and relate artwork to it.

Name primary colours and some secondary colours. Mix colours with purpose to make secondary colours.

Create work from my imagination, observation and memory

Composite Half Termly End Point:

Blue:

Green:



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

Communication books, PECS, now and next, communication boards

Composite Half Termly End Point:

Blue: Show that I know how to behave safely

Green: Know what some of the dangers are on or near the road

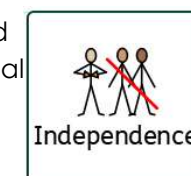
Orange: Know the rules for crossing the road safely.

Show that I can follow the rules for crossing the road safely.

Composite Half Termly End Point:

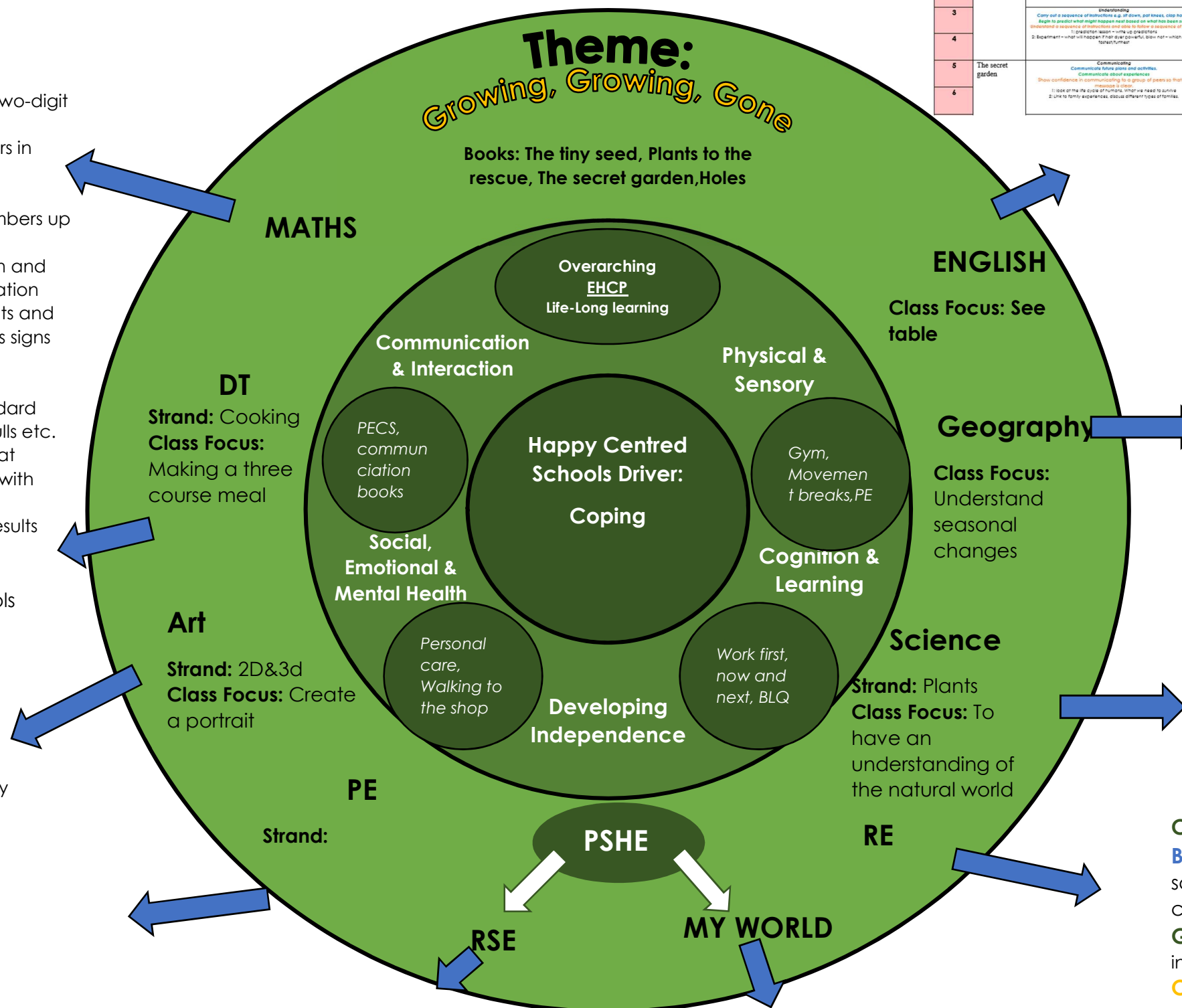
Blue: Identify and match healthy and unhealthy foods. Understand what is important to stay healthy – exercise, hygiene, diet and dental hygiene.

Green: Understands how to maintain a healthy body and identify things that may have a negative impact on my health



To support pupils to develop independence we encourage...

Personal care, walking to the local community to purchase snacks



Composite Half Termly End Point:

Blue: Shows some awareness of the appropriateness of clothing for the weather.

Green: Recognise and comment on seasonal changes.

Orange: Describe weather conditions and its effects.

Composite Half Termly End Point:

Blue: Demonstrate an understanding of the natural world e.g. leaves grow on trees. Show care and concern for plants and the environment.

Green: Explain the changes that happen with plants, including the life cycle, leaves changing

Composite Half Termly End Point:

Blue: Demonstrate sharing within wider school community and local community.

Green: Be aware of my own charitable influence on events and other people.

Orange: Discuss why people give to charity.