

**Class:** J6

**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:**

Repeat a short rhythm on an instrument. Listen to a musical instrument being played and identify which one it is. Use simple instruments and techniques appropriately. Make up simple songs.

Recognises familiar places. Begin to move a car along a road map. Begins to make a choice about where to go.

Is able to move around the school with adult support. Can make a choice about their destination. Moves a car along a road map.

**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

Respond to up and down by body movement.  
Repeat activity to refine skill.  
Demonstrate an awareness of some basic concepts - big and small ball, big and small steps.  
Collect familiar pieces of equipment.  
Complete a task ensuring that both hands work together.  
Demonstrate an awareness of how different surfaces affect movement and navigate an obstacle course.  
Jump to a height of 20cm  
Jump over a hurdle/rope  
Climb up and down /ladder with control. Being able to drop to the

**Composite Half Termly End Point:**

Tolerate care-giving routines (e.g. personal hygiene) Cooperate with care-giving activities (e.g. dressing.) Show some understanding of 'yes', 'no' and some boundaries. Cooperate with and show some understanding of routines. Understand what everyday objects are used for (e.g. put a hairbrush to my head.)



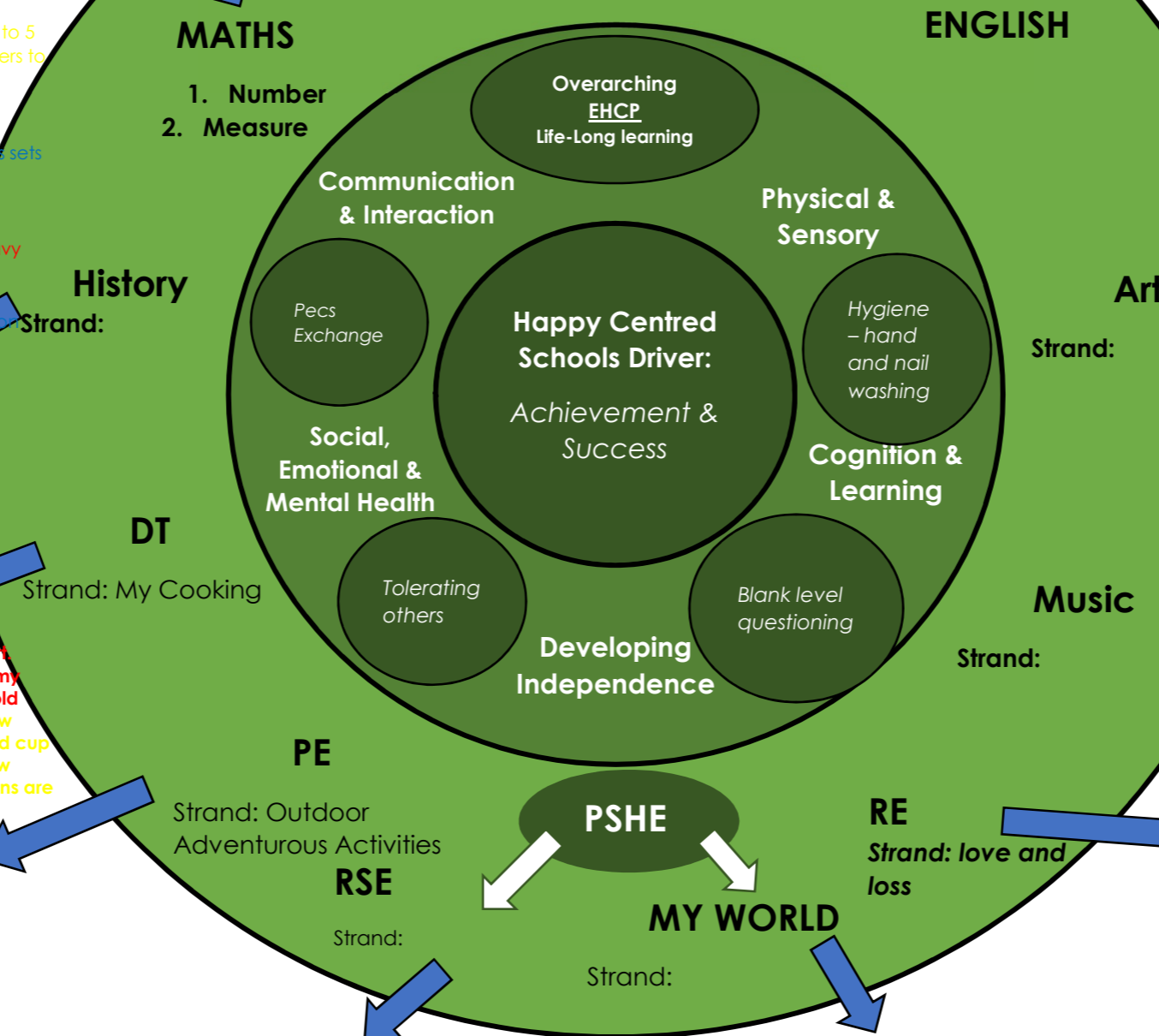
To support pupils to have a voice we will use...

PECs, communication books, Makaton, choices

# Theme: Helpers and Heroes!

**Books:**

Goodnight Mr Tom – Michelle Margorian



**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.

**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.

**Composite Half Termly End Point:**

1. 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 opinion

Explore and experiment with a range of media using whole body. Explore different materials independently, paying attention to what happens next.

**Composite Half Termly End Point:**

Look at historical books, photos or videos – handle printed materials carefully. Begins to recognise 'Old' and 'New' Recognise special people in my life including important people who can help me

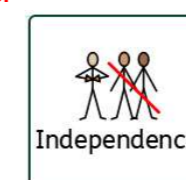
Notice changes in sound, light, size, texture and movement. Explore intentionally objects with hands, including banging, dropping, squeezing. Tolerate and interact with others including accepting gentle touch, pushing and pulling objects and dropping toy

Operate mechanical toys e.g. Turning the knob on a toy or pull back a car. Understand what objects/toys are used for with an adult's support. Initiate the exploration of objects that can be pushed/pulled or switched on.

**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



To support pupils to develop independence we encourage...

Self-dressing, toileting, teeth brushing, hair brushing

**Composite Half Termly End Point:**

Tolerate massage and calming touch from a familiar adult Ask for more of an activity using actions or vocal sounds. Find or use a comfort toy or object to calm. Engage in Intensive Interaction with familiar adults for extended periods of time. Communicate 'no' to an adult (demonstrate sense of self as an individual.)