

Class: J6
Pathway: Semi formal
Term: Summer '24



To support behaviours in our class you will see the following strategies: sensory diet, therapies, movement, appropriate demands, child-initiated learning, processing time

In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; independence, sharing and cooperation, understanding, tolerance, acceptance



Handling Data

As an adult counts the pupil touches objects one at a time.
 To collect tokens to keep track of an event or game.
 To begin to collect information through purposeful enquires that can be recorded (with adult support)

Measure

Removes and replaces objects from containers or boxes.
 Selects appropriately sized objects for familiar tasks, i.e. stirring your tea with a tea spoon rather than a table spoon.
 Explores making volumes 'more and less' and 'full / empty' and attends to adult modelling vocabulary.
 Experiences using standard / non-standard measures of volume with adult support – scoopsful, spoonful's, cupful's etc.

Number

Pupil indicates 2 objects.
 Pupil experiences handing over money in payment for something with full adult support.
 Pupil 'purchases' an item in value up to 5p by counting out in 1p coins.
 In practical situations, pupil responds to 'add one' 'take one'

Follow instructions and prompts to rub my hands with soap.

Follow instructions and prompts to put my hands under water to rinse them.

Explore mixing with physical support.

I can independently wash my hands following instructions.

I can begin to assist in clearing up with support.

Follow instructions to turn on the tap.

Follow instructions to rub my hands with soap.

Independently follow instructions to wash my hands.

Mix ingredients independently.

Throw and roll a ball independently.

Attempt to receive ball coming towards them.

Attempt to catch a ball with straight arms



To support pupils to have a voice we will use...body gesture, facial gesture, PECS, Makaton, behavioural expression

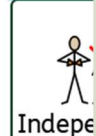
Tolerate and take part in care routines (e.g. hand massage.) Begin to responds to the word/ symbol 'Stop'

Cooperate and respond positively to an adult when I am out in the community. Respond to the word Stop

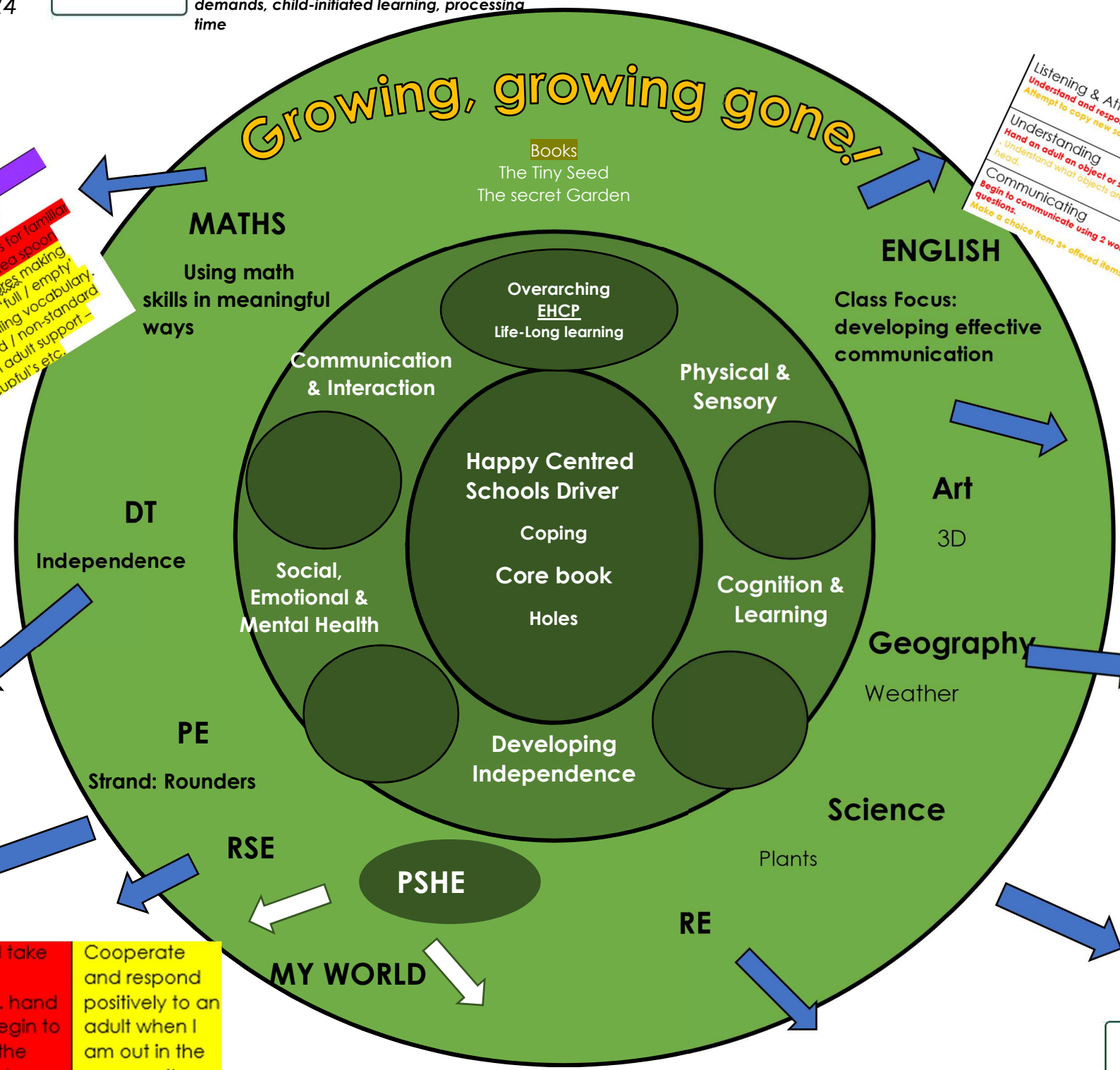
Try or explore a range of foods, familiar and non-familiar. Begins to wash hands and his own face.

Take turns and share spaces and adult attention when supported.

Demonstrate sharing with peers in own class.



To support pupils to develop independence we encourage...Personal care, hygiene, feeding, preparation of food, dressing and trips within the community



Growing, growing gone!

MATHS

Using math skills in meaningful ways

Books
 The Tiny Seed
 The secret Garden

ENGLISH

Class Focus: developing effective communication

Art
 3D

Geography
 Weather

Science

Plants

RE

PSHE

RSE

PE

Strand: Rounders

Independence

DT

Social, Emotional & Mental Health

Happy Centred Schools Driver
 Coping
 Core book
 Holes

Developing Independence

Cognition & Learning

Physical & Sensory

Communication & Interaction

Overarching EHCP Life-Long learning

Fine Motor

Use a mark making tool to make scribbles and dots.
 Begin to copy marks made by an adult.

Phonics – Graphemes

Shows awareness of rhythm and rhyme e.g. moving body.
 Make letter like marks in sensory media.

Sentence Structure

Make a choice between a preferred and non-preferred symbol/ picture.
 Add an extra card to my sentence to describe the object I want e.g. chocolate biscuit – PEC

Listening & Attention

Understand and respond to a simple request with gesture.
 Attempt to copy new sounds or words.
 Understand what objects are used for e.g. hat brush, by putting brush on head.
 Hand an adult an object or symbol from a choice of 3.
 Understand what objects are used for e.g. hat brush, by putting brush on head.

Understanding

Hand an adult an object or symbol from a choice of 3.
 Understand what objects are used for e.g. hat brush, by putting brush on head.
 Hand an adult an object or symbol from a choice of 3.
 Understand what objects are used for e.g. hat brush, by putting brush on head.

Communicating

Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.
 Make a choice from 3+ offered items/pictures/ symbols.

Phonics and Decoding –

Begin to imitate sound patterns made by adults.
 Recognise some letters from the alphabet.
 *May make noises in response to a picture or object e.g. car beeping.

Vocab and Word Level –

Look at a picture and begin to point to objects.
 Name objects in a book – by pointing/matching.
 Answer where, what and who in simple terms.

Show awareness of the sun.

Show awareness in the changes in the weather.

Notifies changes in temperature, sound or light.

Notice and draw attention to things outside e.g. rain / flowers/ aeroplane

Explore and experiment with a range of media through sensory exploration and actions.

Show an awareness of the purpose of familiar tools.

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

Explores plants and their textures by handling.

Observe changes in plants (leaves and trees moving in the wind.

Imitates and improvises actions they have observed e.g. watering the plants.

Observes the weather.

Notifies and begins to comment on changes/effects outside e.g. trees, seasons.

Recognise rain, puddles and ice.

Is able to change materials by adding water / pressure

Match and group a range of colours, identifying if one is different.

Explore colour and mixing colours.

Make models using malleable media.

Select a tool for a purpose and communicate what it does (e.g. cut, stick).

Explores plants independently, paying attention to cause and effect.

Begins to notice changes and differences in plants.

In role play uses plants/vegetables, shows an understanding of the purposes of tools linked to plants and vegetables