



**Class: Ladybirds**

**Pathway: Informal/  
Semi-Formal**



**Term: Spring 1**

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

**Maths Half Termly End Point**

Pink: fully prompted touch objects as they are being counted, show interest in hand tapped numbers, shift visual attention by looking from one object to another, notice changes in number of objects/images or sounds in group of up to 3, tolerate interacting with an adult to play finger rhymes or rhythmic tapping

Red: Pupils interacts with familiar number rhymes and songs, Pupil experiences 1:1 correspondence in everyday situations, Pupil touches, observes or gazes at objects one at a time as adult counts, Pupil indicates which group contains one, Pupil indicates one object, Pupil indicates 2 objects.

Yellow: Pupil demonstrates an understanding of 1:1 correspondence in everyday situations, Pupil participates in number activities reciting numbers one to five and may use fingers to identify numbers, Pupil creates sets to three, Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins Set 2 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.

**Art Half Termly End Point:**

Pink: 1. Show some control of my hands (e.g. waving, clapping.) 2. Use my senses to explore colour. 3. Accept coactive exploration of objects and media

Red: 1. Notice and show interest in the effects of making movements which leave marks. 2. Begin to match primary colours. 3. Show an interest in my work.

Yellow: 1. Show some control when using a mark making tool. 2. Actively make a choice of different colours (paint/pencil) 3. Communicate about what I am doing and give a simple reason.

**HCS Half Termly End Point:**

Pink: Show that I enjoy the company of others. Seek contact with others. Use voice, gesture, eye contact and facial expression to contact people and keep their attention. use vocal sounds to attract attention. tolerate coactive involvement with an activity. show pleasure when being tickled and other physical games. use voice, gesture, eye contact and facial expression to make contact with people

Red: Interact with others and explore new situations when supported by a familiar person. Explore new toys and environments, returning for reassurance (checking in) when needed. Engage other people to help achieve a goal. accept interaction with another person interact with people by accepting massage accept close proximity of another person during an activity understand yes and no and some boundaries

Yellow: Seek out others to share experiences. Respond to a few appropriate boundaries with encouragement and support. Explore objects by linking together different approaches share and take turns with adult support. attempt a new activity with adult's support. ask an adult to solve a problem for me take part in pretend play routines.

**PE Composite Half Termly End Point:**

Pink: Move when music starts. Move forward and backwards. Move body parts independently. Anticipate a known movement of the body.

Red: Move to music. Stop and start when the music stops and starts. Play musical statues. Move rhythmically to music.

Yellow: Dance to music when the music starts. Initiate movements using simple rhythms. Use arm movements when dancing. Move freely and confidently. Move my arms in opposite directions e.g. up and down.

**To support pupils to have a voice we will use... objects of reference, PECS cards and communication boards, as well as signing Makaton.**

**Reading Half Termly End Point:**

Pink: Respond to someone reading a book close to me. Listens to the sounds of objects. Attend to the sounds made by others as they read a story. Make choices. Look at books and pictures with a familiar adult. Hand a book to a familiar adult for them to read. Want an enjoyable story to continue.

Red: Listen as an adult talks about the book/picture or symbol. Share a book with an adult, paying attention to interesting pictures. Respond to familiar rhymes or songs. Identify photographs and pictures. Begin to have favourite books and looks for them.

Yellow – Discriminate between two sounds. Show awareness that letters convey meaning. Match letters and short words. Match objects to pictures and symbols. Choose between two symbols. Begin to show curiosity about content at a simple level e.g. may be able to answer basic two-word question 'what's this?'

**Theme: Heroes and Helpers**

Ten Little Superheroes -Mike Brownlow & Simon Rickerty.  
All Through the Night: The People Who Work While We Sleep - Polly Faber  
The Hospital Dog – Julia Donaldson  
We're going on an Egg Hunt – Martha Mumford.

**MATHS**

**ENGLISH**

**ART**

**HCS**

**PE**

**RSE**

**PSHE**

**MUSIC**

**HISTORY**

**RE**

**COMMUNICATION**

**Communication Half Termly End Point:**

Pink - Quiets or alerts to the sound of a familiar voice. Listens to familiar sounds, words, or simple rhymes. Begin to recognise, show anticipation and understanding of objects of reference. Begin to understand contextual cues e.g. familiar gestures, words and sounds. Spontaneously pick up a PECS card in front of me. Changes facial expression when interacting with an adult.

Red: Actively listen to a sound, when given a cue to listen e.g. 'Fire engine'. Respond to a simple request containing one key word. Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Understand and respond at one-word level, with visual cues or contextual support. Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object. Make a choice between two signs or symbols. Begin to show an understanding of single words in a context e.g. cup. Use single words, signs or symbols for objects. Communicate purposefully using voice, face or body. Relates symbols to 3 objects of reference. Imitate the actions of an adult. Repeat a vocalisation if an adult doesn't understand.

Yellow: Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes. Follow an instruction with 2 key words. Select a familiar object by name, go to find object or select from a group. Understand a sentence with 3 key words; big red ball. Understand concepts e.g. big/little. Communicate in a range of different situations; requesting, greeting, displeasure etc. Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.

**Writing Half Termly End Point:**

Pink: Reach for an object leading with one hand. Use my whole hand to hold a mark making tool. Make marks on paper. Turn towards a familiar sound. Understand some contextual cues e.g. bye bye when leaving. Pick up a PECS card independently. Turn towards a familiar sound. Show awareness of the different sounds made by instruments and noise makers.

Red: Explore objects intentionally with my hands. Hold a pen, brush or stick in palmer grasp to make marks. Begin to draw lines in vertical or horizontal. Hold a pen, brush or stick in palmer grasp to make marks. Begin to recognise familiar rhymes. Scribble and make dots. Travel with a PECS card to an adult or peer. Choose another card if I have given the wrong PECS card – 4 step error. Hold a pen, brush or stick in palmer grasp to make marks. Use gross motor movement to make lines and circles.

Yellow : Follow a route using a mark making tool. Make marks resembling letters from my name. Draw lines and circles. Hold a pen, brush or stick in early tripod grasp to make marks. Make clear choices about the marks I use e.g. a combination or lines and circles. Listen to the sounds at the beginning of words and hear the differences between them. Recognise rhyming words. Begin to trace over some lines or simple shapes. Distinguish between the marks that I make. Add quantities into my PECS sentence. Use writing in play. Make my own marks in or about a piece of work.

**Music Half Termly End Point:**

Pink: Turn my head in response to sound. Grasp and release an object. Watch attentively when someone does something interesting.

Red: Recognise familiar songs and copy actions or sounds (e.g. the wheels on the bus.) Look for a musical instrument played out of sight. Copy a sound or movement. Explore different instruments with adult support.

Yellow: Share and take turns with adult support. Join in with sound lotto game. Show an interest in the way musical instruments sound. Handle instruments coactively.

**History Half Termly End Point:**

Pink: Turn my eyes or head towards a sound or object. Look at books and other printed materials with familiar people Receive and handle objects (historical or present) and explore.

Red: Recognise pictures of myself, family or places. Explore objects intentionally with my hands, showing a curiosity. Remember that some actions are important or exciting.

Yellow: React to an audience and repeat an action that has been received positively Match two identical pictures. Remembers and anticipates words or phrases from a familiar story.

**RE Composite Half Termly End Point:**

Pink: Seek out interaction from a familiar person. Begin to respond to options and choices with actions or gestures [for example, choosing to participate in activities]

Red: 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.

Yellow: 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 behaviours in our class you will see the following strategies:**  
redirecting, distraction methods, modelling and supporting with key words.



**To support pupils to develop independence we encourage Children to help themselves trying to put on their own clothes and accessing their own resources.**