

Class:Maple
Pathway: Semi-formal
Term: Summer 1



To support behaviours in our class you will see the following strategies: Countdowns, PECs, strong routines, modelling of positive behaviours from adults, planned ignore.



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

Strand 1:
Half Termly End Point:
Red: Pupils can hand over money, show awareness of number names, combines objects to make constructions.
Yellow: Compare sets, purchase items and manipulate 2 and 3d shapes.
Blue: Pupil combines 2 sets and counts the total and builds with 2 and 3d shapes.
 Consolidation weeks to be confirmed after week 4.

Composite Half Termly End Point:
Red: Show awareness of the sun. Show awareness in the changes in the weather. Notices changes in temperature, sound or light. Notice and draw attention to things outside e.g. rain / flowers/ aeroplane
Yellow: Notices and begins to comment on changes/effects outside e.g. trees, seasons.
Blue: Use appropriate language to describe the weather.

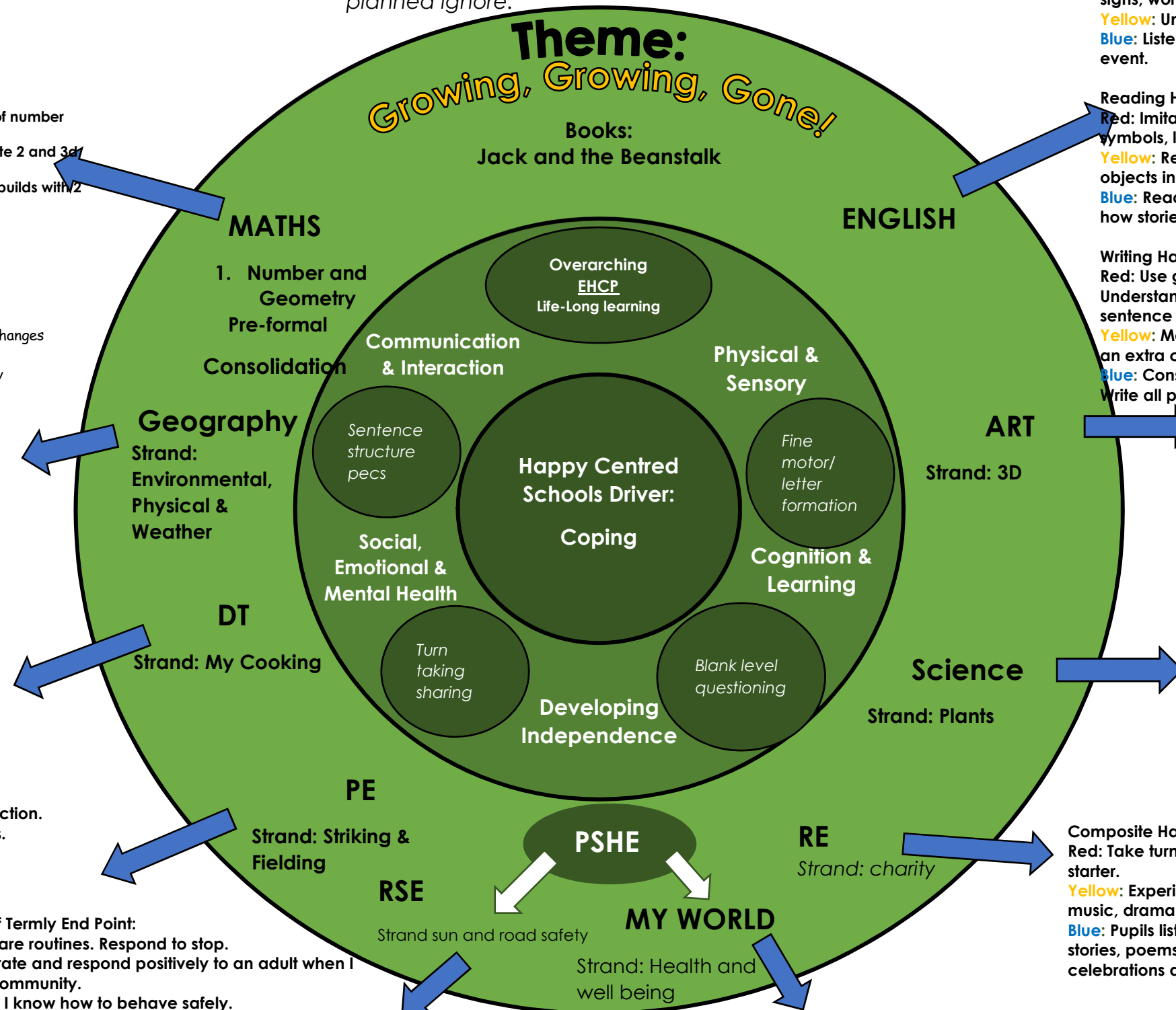
Composite Half Termly End Point:
Red: Consolidate chopping, mixing, pouring.
Yellow: Explore mixing with physical support.
Blue: Mix ingredients independently.

Composite Half Termly End Point:
Red: Sending and receiving, throwing in any direction.
Yellow: Attempt to catch a ball with straight arms.
Blue: Hit a static ball with a bat/racket/hand bat.

Composite Half Termly End Point:
Red: Tolerate care routines. Respond to stop.
Yellow: Cooperate and respond positively to an adult when I am out in the community.
Blue: Show that I know how to behave safely. Respond to the word Stop consistently.



To support pupils to have a voice we will use...
 PECs, communication books, Makaton, choices



Communication Half Termly End Point:
Red: Understand and respond to simple requests. Use signs, words or symbols to make a choice.
Yellow: Understand up to 10 verbs. Make a choice.
Blue: Listen to final sounds, asks questions, retells an event.

Reading Half Termly End Point:
Red: Imitate sound patterns, select familiar words or symbols, look at pictures.
Yellow: Recognise some familiar words. Look for objects in a book and answer simple questions.
Blue: Read words and simple sentences and suggest how stories might end.

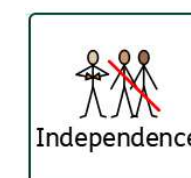
Writing Half Termly End Point:
Red: Use gross motor movement to make marks. Understand some marks have meaning. Use a simple sentence strip.
Yellow: Make letter like marks in sensory media. Add an extra card to a pecs sentence.
Blue: Construct simple sentences. Write all phase 2 sounds taught so far.

Composite Half Termly End Point:
Red: 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.
Yellow: Make models using malleable media.
Blue: Use a range of materials to enhance my

Composite Half Termly End Point:
Red: 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.
Yellow: Explores plants independently, paying attention to cause and effect
Blue: Demonstrate an understanding of the natural world e.g. leaves grow on trees.

Composite Half Termly End Point:
Red: Take turns and share spaces. Join in activities through a ritual starter.
Yellow: Experience a variety of religious experiences, through; music, drama, colour, lights, food, or tactile objects.
Blue: Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.

Composite Half Termly End Point:
Red: Explore a range of foods, wash my hands and face.
Yellow: Attempt to brush my own hair and teeth.
Blue: Begins to familiarize with concept of good healthy – exercise, keeping clean, relaxing, sleeping, eating**



To support pupils to develop independence we encourage...
 Self-dressing, toileting, teeth brushing, hair brushing