

Class: Rowan
Pathway: Semi-Formal Formal
Term: Spring 1



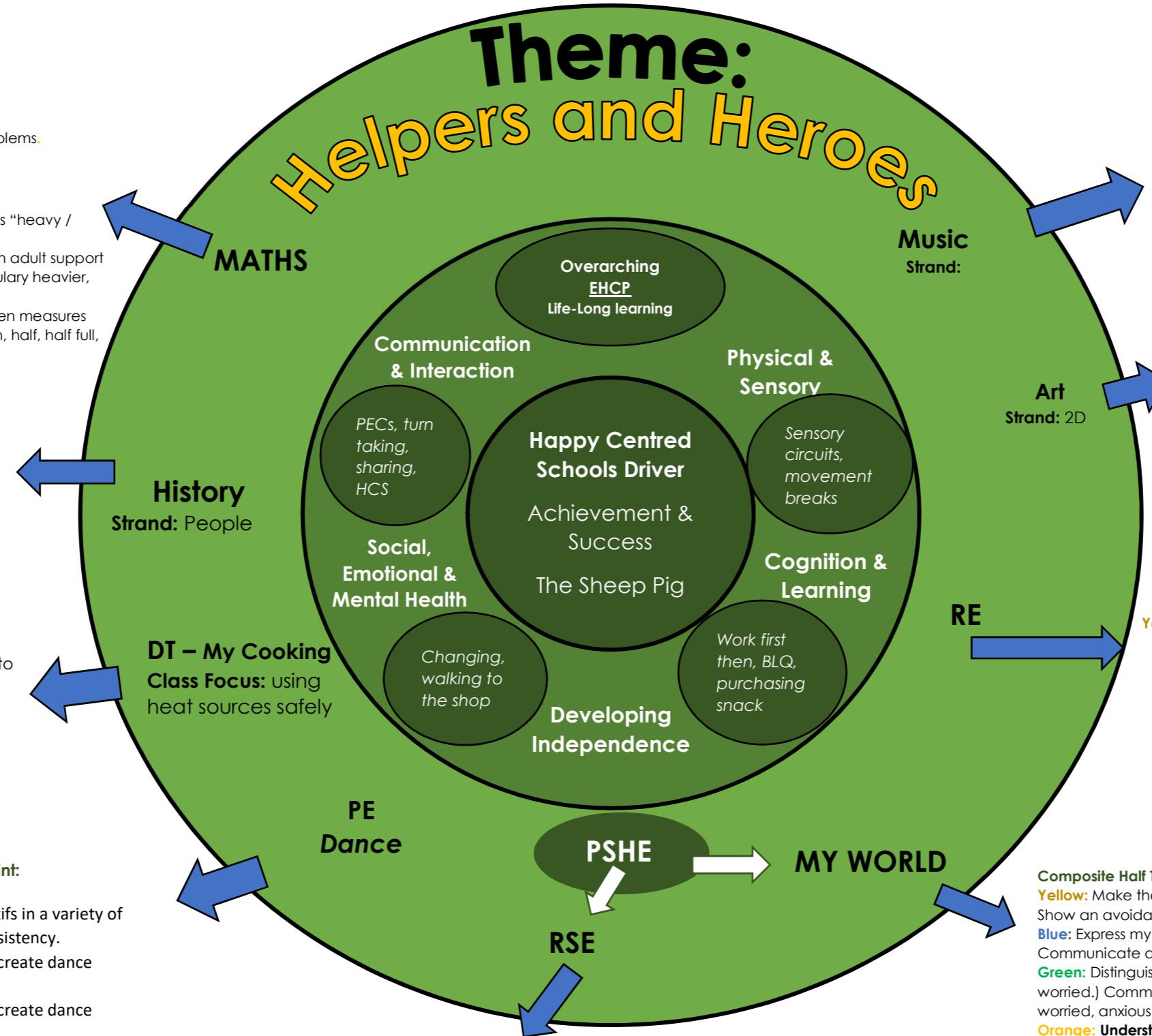
To support behaviours in our class you will see the following strategies:

Deep pressure, movement breaks, Danny go. change of face, planned ignoring where needed, team teach, firm voice, consistency. Break out spaces and places.



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

Communication, exploring new activities, phonics and maths skills, independence, self-regulation, love of reading.



Strand 1: Number Set 1
Half Termly End Point:

Blue 2: Pupil labels sets with numerals 0 – 10

Green: Add single digit numbers in everyday situations

Orange: Practical subtraction and addition – written problems.

Strand 2: Measure Set 1&2
Half Termly End Point:

Yellow 1: elects the 'heavy / light', 'full / empty'

Yellow 2: Compares contrasting weights and describes as "heavy / light / the same"

Blue 1: Uses a range of apparatus to measure weight with adult support
Blue 2: Compares weight of two objects i.e., uses vocabulary heavier, lighter, the same

Green: Describe and make comparisons in words between measures of capacity and volume (full/empty, more than, less than, half, half full, quarter)

Composite Half Termly End Point:

Yellow: Match two identical pictures.

Blue: Begins to recognise 'Old' and 'New'

Green: Identify similarities and differences from present day and the past.

Composite Termly End Point:

Green: Be able to select and prepare ingredients to make a simple dish, following a recipe.

Orange:

Follow a recipe with support to plan and cook a

Composite Termly End Point:

Orange:

Perform and create movement motifs in a variety of dance styles with accuracy and consistency.

Apply basic compositional ideas to create dance phrases with a partner.

Apply basic compositional ideas to create dance phrases in a small group.

Composite Half Termly End Point:

Blue: Shows awareness of personal boundaries and understands that their body belongs to them

Green: Know that other people need permission before they can touch me,

Know that some parts of my body are more private than others.

Orange: Explain what is meant by 'personal space.'

Composite Half Termly End Point:

Yellow: Show an interest in the way musical instruments sound.
Handle instruments coactively.

Start and stop playing a musical instrument
Share and take turns with adult support.

Blue: Repeat a short rhythm on an instrument.
Listen to a musical instrument being played and identify which one it is.

Composite Half Termly End Point:

Blue: Build up a repertoire of different objects I can draw (e.g., house animal).

Choose a particular colour to use for a purpose.
Green: Draw an object showing some identifiable detail.

Experiment with colour, including making secondary colours, design and texture to create visual effects such as adding materials to paint.

Composite Half Termly End Point:

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.

Blue: Recognise and name the needs and feelings of others.
Pupils listen to, and begin to respond to, familiar religious stories, poems and music,

and make their own contribution to celebrations and festivals

Green: Communicate my feelings about what is special to me.

Orange: Reflect on what makes different people feel a wide range of different emotions.

Composite Half Termly End Point:

Yellow: Make the choice to have or do something that makes me happy.

Show an avoidance of activities or people that make me feel angry or upset.
Blue: Express my own emotions (e.g. sad, happy, cross, scared, worried.)

Communicate about the emotions of characters in a story or film.

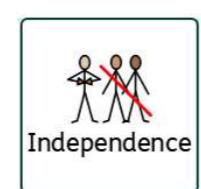
Green: Distinguish between my own emotions (e.g. sad, happy, cross, scared, worried.) Communicate what makes me feel sad, happy, cross, scared, worried, anxious.

Orange: Understand that I have a range of emotions depending on our experiences and situations.



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

communication boards, PECS, Makaton, simple language, sentence strips, communication books



To support pupils to develop independence we encourage...

Collect own resources with PECS, personal care, drinks station, independent changing - swimming and PE