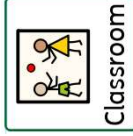




Class: Butterflies
Pathway: Informal
Term: Autumn 1



To support behaviours in our class you will see the following strategies:
 therapies, movement breaks, 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 co operation, understanding, tolerance, acceptance

Communication Half Termly End Point:
Pink: Turn towards a familiar sound Hand over a PECS card with adult support. Pick up a PECS card independently. Demonstrate the desire for an activity to continue.
Red: Respond non-verbally in two-way interaction. Listen to and show enjoyment in rhythmic patterns or rhymes. Eye point or choose between two objects of reference. Respond to visual cues e.g. recognises plate for dinner. Relates pictures to three objects of reference. Express 'more!'

Strand 1:
Half Termly End Point:
Pink: Number set 1
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

Composite Half Termly End Point:
Pink: Create: cutting use hands to pull media apart.
Red: Create: cutting use scissors to make strips into soft stationary media.

Reading Half Termly End Point:
Pink: Respond to a sensory story. Make choices. Handle books with a familiar adult.
Red: Identify familiar sounds. Match identical pictures. Handle books and printed materials with interest.

Composite Half Termly End Point:
Pink: Expresses thirst or hunger.
Red: Is able to solve simple problems such as opening packages

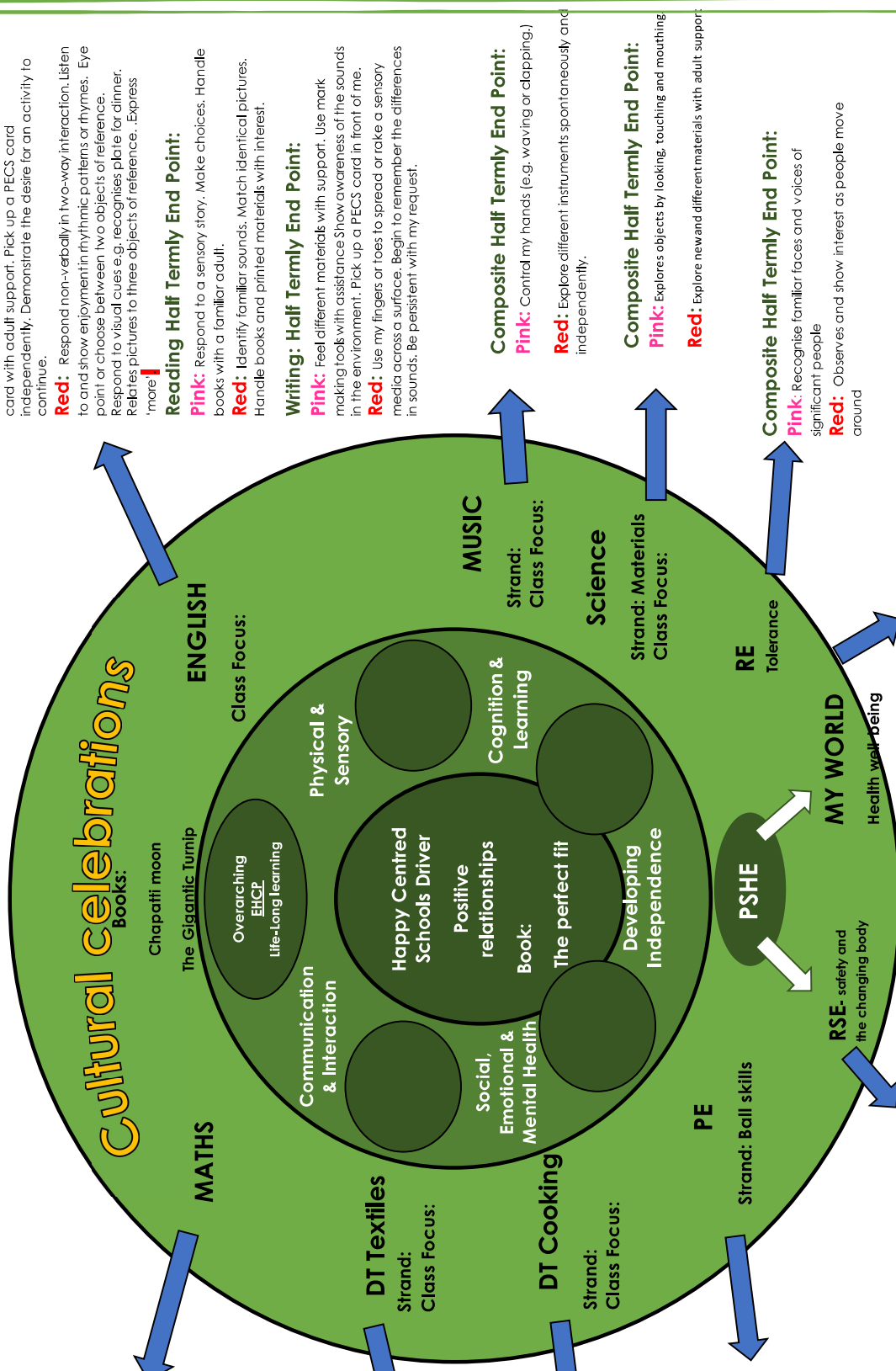
Composite Half Termly End Point:
Pink: Reaches out for touches and begin to hold objects.
Red: Drop a ball and track it when bouncing and chase a ball.

Composite Half Termly End Point:
Pink: Expresses thirst or hunger.
Red: Is able to solve simple problems such as opening packages

Composite Half Termly End Point:
Pink: Reaches out for touches and begin to hold objects.
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To support pupils to have a voice we will use...



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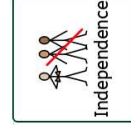
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To support pupils to have a voice we will use...

Composite Half Termly End Point:
Pink: Make my feelings and basic needs known using my face, voice or body.
Red: Accept the close proximity of another person during an activity.



To support pupils to develop independence we encourage...

Composite Half Termly End Point:
Pink: Explore different instruments spontaneously and independently.
Red: Explore different materials with adult support.

Composite Half Termly End Point:
Pink: Use voice, gesture, eye contact and facial expression to contact people and keep their attention
Red: Tolerate care giving routines (e.g. personal hygiene

Composite Half Termly End Point:
Pink: Recognise familiar faces and voices of significant people
Red: Observes and show interest as people move around

Composite Half Termly End Point:
Pink: Explore objects by looking, touching and mouthing
Red: Explore new and different materials with adult support.