

Class: Ladybirds

Pathway: Informal/
Semi-Formal

Term: Autumn 2



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



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

Reading Half Termly End Point:

Pink: Phonics Show awareness of sensory input from a story. Respond to a sensory story.
Vocabulary Make choices. Independently move in relation to a story, song or rhyme.
Fluency/Comp - Handle books with a familiar adult. Turn pages when sharing a book.
Red: Phonics Identify familiar sounds. Identify familiar voices.
Vocabulary - Show an interest in pictures/photographs. Match identical pictures.
Fluency/comp - Handle books and printed materials with interest.
Turn pages in a book and hold it the right way up.

Communication Half Termly End Point:

Pink: Understanding Engage with and explores objects when supported by an adult.
Listening - Show a reflex response to a sudden sound. Turn towards a familiar sound.
Stop and look when my name is called.
Demonstrate the desire for an activity to continue.
Communicating Communicates needs and feelings in a variety of ways e.g. crying, babbling, squealing.
Red: Understanding Eye point or choose between two objects of reference. Understand 'no' when an adult speaks and shakes their head. Show a developing ability to follow body language such as pointing or gesture.

Respond to visual cues e.g. recognises plate for dinner.
Listening Respond non-verbally in two-way interaction. Looks quickly towards the source of a familiar sound or voice. Moves whole body to sounds they enjoy such as music, or a regular beat. Listen to and show enjoyment in rhythmic patterns or rhymes.

Communicating - Express consistently likes and dislikes, using voice, body or facial expression. Copy some sounds e.g. stamping, babbling, a word or sign. Relates pictures to three objects of reference. Express 'more'.

Writing Half Termly End Point:

Pink: Fine Motor, MM Hold something for a short time.
Make marks by chance e.g. trailing fingers through spilt juice. Feel different materials with support. Use mark making tools with assistance.
Phonics: Show awareness of the sounds in the environment. Show awareness of the differences between environmental sounds. Make marks by chance e.g. trailing fingers through spilt juice.
Sentence Structure: Hand over a PECS card with adult support. Spontaneously pick up a PECS card in front of me. Hold something for a short time.
Writing for Purpose Use mark making tools with assistance.
Red: Fine Motor, MM Use my hands to deliberately knock objects over. Use my fingers or toes to spread or rake a sensory media across a surface. Pick up small objects by developing a pincer grasp. Pass an object from one hand to the other.
Phonics: Begin to remember the differences in sounds. Use my fingers or toes to spread or rake a sensory media across a surface.
Sentence Structure: Confidently make marks in different media. Pick up a PECS card if it falls from the adults hand and try again. Be persistent with my request.
Writing for Purpose Notices and is interested in the effect of making movements which leaves marks.

Composite Half Termly End Point:

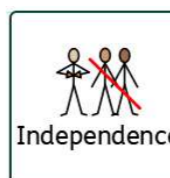
Pink: Pupils will control hands (e.g. waving or clapping.)
Reach out for, touch and begin to hold objects.
Enjoy action rhymes.
Respond to spiritual music and sounds, swaying, moving or vocalising.
Red: Pupils will explore different instruments spontaneously and independently.
Imitate actions of an adult.
Begin to move to music, listen to or join in rhymes or songs.
Recognise and respond to spiritual and cultural music and sounds with actions.

Composite Half Termly End Point:

Pink: Pupils will explore objects by looking, touching and mouthing.
Repeats an action that has an effect.
Red: Pupils will explore new and different materials with adult support.
Explore objects intentionally, by investigating cause and effect.
Begin to notice some similarities and differences.

Composite Half Termly End Point:

Pink: Use my voice, gesture, eye contact and facial expression to contact people and keep their attention.
Recognise familiar faces and voices
Red: Play cooperatively with a familiar adult (e.g. rolling a ball back and forth).
Build relationships with people that are special to me



To support pupils to develop independence we encourage...

Theme: Cultural Celebrations
Books:

The Gigantic Turnip

Binny's Divali

Little Owl and the Christmas Star

Overarching
EHCP
Life-Long learning

Communication
& Interaction

Physical &
Sensory

Happy Centred
Schools Driver:

Confidence

Social,
Emotional &
Mental Health

Cognition &
Learning

Developing
Independence

PSHE

MY WORLD

RSE
Relationships

Composite Half Termly End Point:

Pink: Pupil will use my voice, gesture, eye contact and facial expression to contact people and keep their attention.
Recognise familiar faces and voices
Red: Pupils will play cooperatively with a familiar adult (e.g. rolling a ball back and forth).
Build relationships with people that are special to me

Composite Half Termly End Point:

Pink: Pupils will recognise the faces and voices of familiar significant people.
Red: Show curiosity about people and an interest in stories about myself and my family.
Demonstrate immediate recognition of familiar adults.
Observe and show an interest as people move around me.

Strand 1: Number

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: 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

Strand 1: Geometry

Half Termly End Point:

Pink: Accepts coactive exploration of objects. Tolerates sensory exploration of tactile materials with support. Explores objects of varying sizes, weights and shapes using a range of senses, e.g. looking, mouthing.

Red: Pupil experiences 2D shapes in a range of practical situations. Pupil experiences 3D shapes in a range of practical situations. Pupil can post items according to their shape by trial and error.

Composite Half Termly End Point:

Pink: Hygiene I can tolerate an adult washing my hands and putting an apron. Independence Begin to respond to pictures related to routine E.g. familiar fruits, vegetables and cooking equipment. Recognises familiar places. Begin to show understanding of objects of reference. Knowledge Anticipate food routines with interest. Skills Shows an awareness of food texture. Try a range of food indicating preference.

Red: Hygiene I can accept hand washing and putting an apron on as part of my routine. Independence Responds to simple requests. E.g. chop, more or wash.

Relates three pictures to three objects.
Remembers where objects belong.
Can press buttons, showing some awareness of cause & Effect.
Knowledge Is able to solve simple problems; e.g. open container for food. Skills Grasp finger foods and bring them to my mouth.
Accept a variety of textures; fizzy, wet, dry.
Explore different foods independently paying attention to what happens next.

Composite Half Termly End Point:

Pink: Create: cutting: Use hands to pull media apart.
Create: stitching & threading
Repeat an action that has an effect, e.g. scrunching, pushing.
Create: tools: Hold an object purposefully given to them.
Red: Create: cutting: Use scissors to make snips into soft stationary media.
Create: stitching & threading:
Remember actions and preferences (e.g. sticking media onto background.)
Create: tools:
Handle and explore tools with adult support.

Composite Half Termly End Point:

Pink: Pupils will crawl, roll, slide on stomach, wriggle on stomach and bear walk.
Move forwards and backwards when crawling
Red: Pupils will climb on and off low equipment. Attempt to jump off low equipment.
Perform a Single jump two feet together.
Perform a squat and rise from squat using hands.
Climb on and off objects.
Climb over objects.
Climb on a small climbing frame with support.



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