

Class: Hazel

Pathway: Semi-

Formal

Term: Autumn 1



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



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

Blue:

Blue:

Blue:

Orange:

Orange:

Oange:

Communication Half Termly End Point:

Reading Half Termly End Point:

Writing Half Termly End Point:

tapping or blowing.

of music

Composite Half Termly End Point:

Yellow: Create/copy sounds by banging, shaking,

Orange: Tap a pulse rhythm while listening to a piece

Composite Half Termly End Point:

Orange: Name natural and man-made materials

Can use words, signs or symbol to describe a

Blue: Demonstrate understanding of key concepts e.g.

Blue: Tap out simple repeated rhythms.

## Theme: Colourful World Strand 1: Number Set 1 Half Termly End Point: **Books: Christopher** Yellow: Baselining – Yellow set 1 Pumpkin, Night of the Blue: Pupil counts objects reliably to 10 including objects placed randomly. moon, Lost & Found Pupil sequences numerals 0 – 10 Orange: Read and write numbers to at least 100 in numerals **MATHS** and words. be aware of odd and even numbers. Overarching **Strand 2: Geometry EHCP** Life-Long learning Half Termly End Point: Yellow: Baseline – Yellow set 1 Communication Blue: Pupil can name the 2D shapes square, circle, triangle, & Interaction and rectangle. Pupil can copy and draw simple 2D shapes. Pupil can name the 3D shapes cube, sphere, cone, **DT Material** cuboid **Happy Centred** Orange:: Read and write names for shapes. textiles Recognise and name 2-D shapes, including pentagons and **Schools Driver** Strand s Focus: Positive Composite Half Termly End Point: Social, **Relationships** Yelow: : Create: cutting Use scissors to cut taut fabric **Emotional &** at random. Blue: Create: cutting Use scissors to follow a simple line Mental Health to cut taut materials DT Cooking Orange: Create: cutting Demonstrate how to cut, Work first

Strand:

Class Focus:

Class Focus:

Physical & Sensor

then,

BLQ.

MY World

personal strength

Developing

Independence

**PSHE** 

purchasin

g snack

Sensory circuits, moveme

nt breaks Class Focus:

**ENGLISH** 

Cognition & Learning

RE

Health & well being, Self-awareness and

Tolerance

Science

Strand:

**MUSIC** 

**Strand:** Materials Class Focus:

Explore and describe materia

Composite Half Termly End Point: Yellow: Take part in activities involving two or three other learners.

materials e.g. bumpy.

rough/smooth.

Blue: Begin to understand that other people have needs and to respect these.

Orange: Discover some similarities and differences between people in my school community

## Composite Half Termly End Point:

shape, score and join materials with some accuracy to

Composite Half Termly End Point:

Blue: Make a meal or snack using ingredients or equipment with a purpose with adult help.

Orange: Follow a recipe with support to plan and

Yellow: Use simple cutlery competently.

make a simple product

cook a meal.

Yellow: To propel a ball in various ways, negotiate space and begin to take turns

Blue: I use ball skills (roll, catch, throw, dribble and bounce) with developing competence and accuracy. I play simple ball games with consideration of the rules Orange: : I can dodge and find space away from the other team. I can move with a ball towards goal. I know how to score points and can remember the

communication

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

## Composite Half Termly End Point:

Yellow: Understand what everyday objects are used for (e.g. put a hairbrush to my head)

PE

**RSE** 

Safety and the

anging body - Online

Strand: Ball skills

Blue: Take responsibility for self-care when washing Orange: Understand that people on the internet are not always

who they say they are and may have unkind intentions

## Composite Half Termly End Point: : Approach new activities and experiences with

a positive attitude.

Blue: Show awareness of my own feelings and that I know some actions and words can hurt the feelings of

Orange: Express what makes me feel good and what makes me feel bad.



To support pupils to develop independence we encourage...