

Class: Holly
Pathway: Semi-Formal
Term: Spring 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:

<p>Pupil begins to organise and categorise objects e.g. putting all the teddy bears together and cars in separate piles.</p> <p>Pupil demonstrates an understanding of the concept of more / less</p> <p>Pupil demonstrates an awareness of none / zero / nothing / nil.</p> <p>Pupil shows awareness of same as/different to e.g. matching coins</p> <p>Pupil knows that things exist, even when out of sight</p>	<p>Pupil begins to compare sets to identify more/less or bigger group/smaller group</p> <p>Pupil 'purchases' an item in value up to 5p by counting out in 1p coins</p> <p>Pupil responds to key vocabulary e.g. number, how many, count, same number as etc.</p> <p>In practical situations, pupil responds to 'add one' 'take one'</p>	<p>With an adult prompt, pupil can combine two small sets and count the total</p> <p>With an adult, pupil can take away a number of objects from a set and count the remainder</p> <p>Pupil estimates a small number and checks by counting</p> <p>Pupil begins to use ordinal numbers e.g. 1st, 2nd, 3rd</p>	<p>Pupil begins to use the vocabulary 'add' and 'take away' in practical situations</p> <p>Pupil combines 2 sets and counts the total</p> <p>Pupil subtracts from a set and counts the remainder.</p>
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Communication Half Termly End Point:

<p>Recognise and respond to many different familiar sounds.</p> <p>Show an interest in playing with sounds, songs and rhymes.</p> <p>Follow an instruction with 2 key words.</p>	<p>Enjoy listening to repetitive familiar poems, short verses and rhymes.</p> <p>Identify words beginning with a specific sound.</p> <p>Follow an instruction with 3 key words.</p>
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Reading Half Termly End Point:

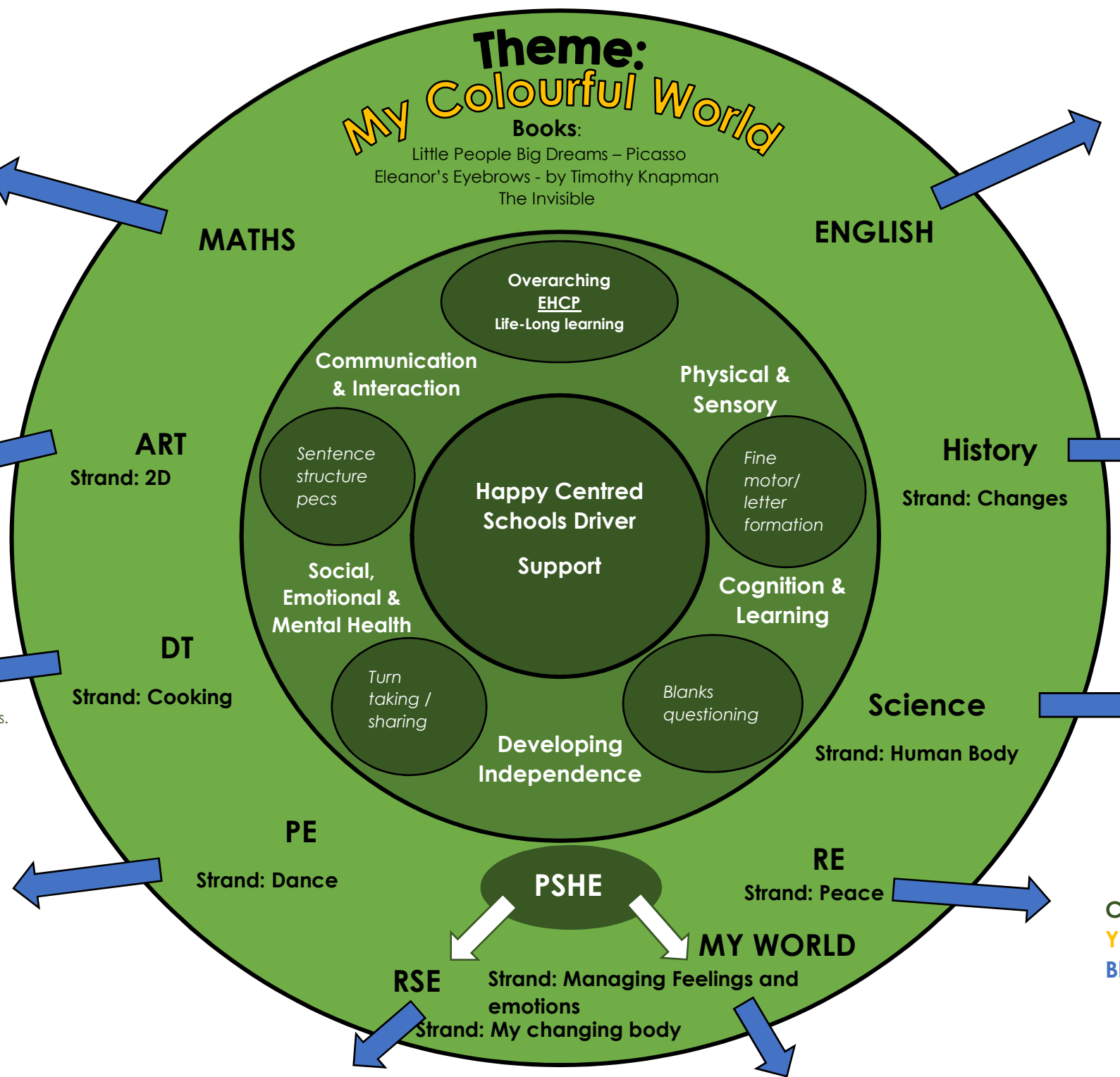
<p>Match objects to pictures and symbols.</p> <p>Choose between two symbols.</p>	<p>Know the difference between pictures, writing and symbols.</p> <p>Read some words or symbols linked to familiar vocabulary.</p> <p>Ascribe meaning to marks I see in different places e.g. recognise McDonalds logo.</p>
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Writing Half Termly End Point:

<p>Distinguish between the marks that I make.</p> <p>Add quantities into my PECS sentence.</p>	<p>Use sentence builders to create different sentences e.g. 'I want', 'I see', 'I hear'</p> <p>Write labels - with some recognisable letters.</p>
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Theme: My Colourful World

Books:
 Little People Big Dreams – Picasso
 Eleanor's Eyebrows - by Timothy Knapman
 The Invisible



Composite Half Termly End Point:

Yellow: Imitate drawing circles and lines.
 Experiment with a range of painting techniques i.e. splatter painting.
Blue: Create simple representations of people.
 Look at, identify and describe similarities, differences, patterns, textures and changes.

Composite Half Termly End Point:

Yellow: Show willingness to try new food textures and tastes.
 Remember that some actions are important or exciting (e.g. pouring juice.)
Blue: Begin to be interested in textures and tastes of foods.
 Handles equipment and ingredients safely and with increasing control, e.g. pouring flour.
 Use one handed cooking tools with control.

Composite Half Termly End Point:

Yellow: Initiate movement using simple rhythm
 Dance to music when the music starts
Blue: Explore basic body actions in dance

Composite Half Termly End Point:

Yellow: Communicate about myself and people I know using pictures/photo
Blue: Order and sequence familiar events

Composite Half Termly End Point:

Yellow: Points to more complex body parts.
Blue: Name 5 senses and accurately point to/ identify the main parts of the human body.

Composite Half Termly End Point:

Yellow:
Blue:



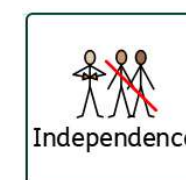
To support pupils to have a voice we will use...

Composite Half Termly End Point:

Yellow: Indicate yes/no to requests to carry out care routines (e.g. hand massage.)
Blue: Take responsibility for self-care when washing.
 Take more independent pride in my appearance.

Composite Half Termly End Point:

Yellow: Make the choice to have or do something that makes me happy.
Blue: Express my own emotions (e.g. sad, happy, cross, scared, worried.)
 Show awareness of my own feelings and a knowledge that my actions and words can hurt the feelings of others.



To support pupils to develop independence we encourage...