

**Class:** J1

**Pathway:** Semi-Formal

**Term:** Autumn 1

**Strand 1: Number Set 1**

**Half Termly End Point:**

- Blue:** Pupil counts objects reliably to 10 including objects placed randomly.
- Green:** match numbers 0 – 10
- Green:** match numbers written in words with the numbers written in digit form.
- Orange:** read and write numbers to at least 100 in numerals and words.
- Orange:** read and write numbers to at least 100 in numerals and words.

**Strand 2: Geometry**

**Half Termly End Point:**

- Blue:** Pupil can name the 2D shapes square, circle, triangle, and rectangle.
- Blue:** Pupil can copy and draw simple 2D shapes.
- Green:** Pupil can name the 3D shapes cube, sphere, cone, cuboid
- Green:** Identify and recognise common 2-D shapes, including circle, rectangle (including square) and triangle
- Orange:** Read and write names for shapes.
- Orange:** Recognise and name 2-D shapes, including pentagons and hexagons

**Composite Half Termly End Point:**

- Blue:** Use different textures in a piece of art (describe the materials they are using)
- Green:** Identify and name variety of materials and their properties (glass, plastic, metal, paper, wood etc.)

**Composite Half Termly End Point:**

- Blue:** Identify ingredients needs for a curry. Make a curry as independently as possible

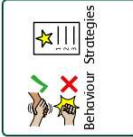
**Composite Half Termly End Point:**

- Blue:** Use ball skills (roll, catch, throw, dribble and bounce) with developing competence and accuracy. I play simple ball games with consideration of the rules.
- Green:** I can send and receive a ball with feet. I can play a simple game recognising how to move into space.
- 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 score.



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

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



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

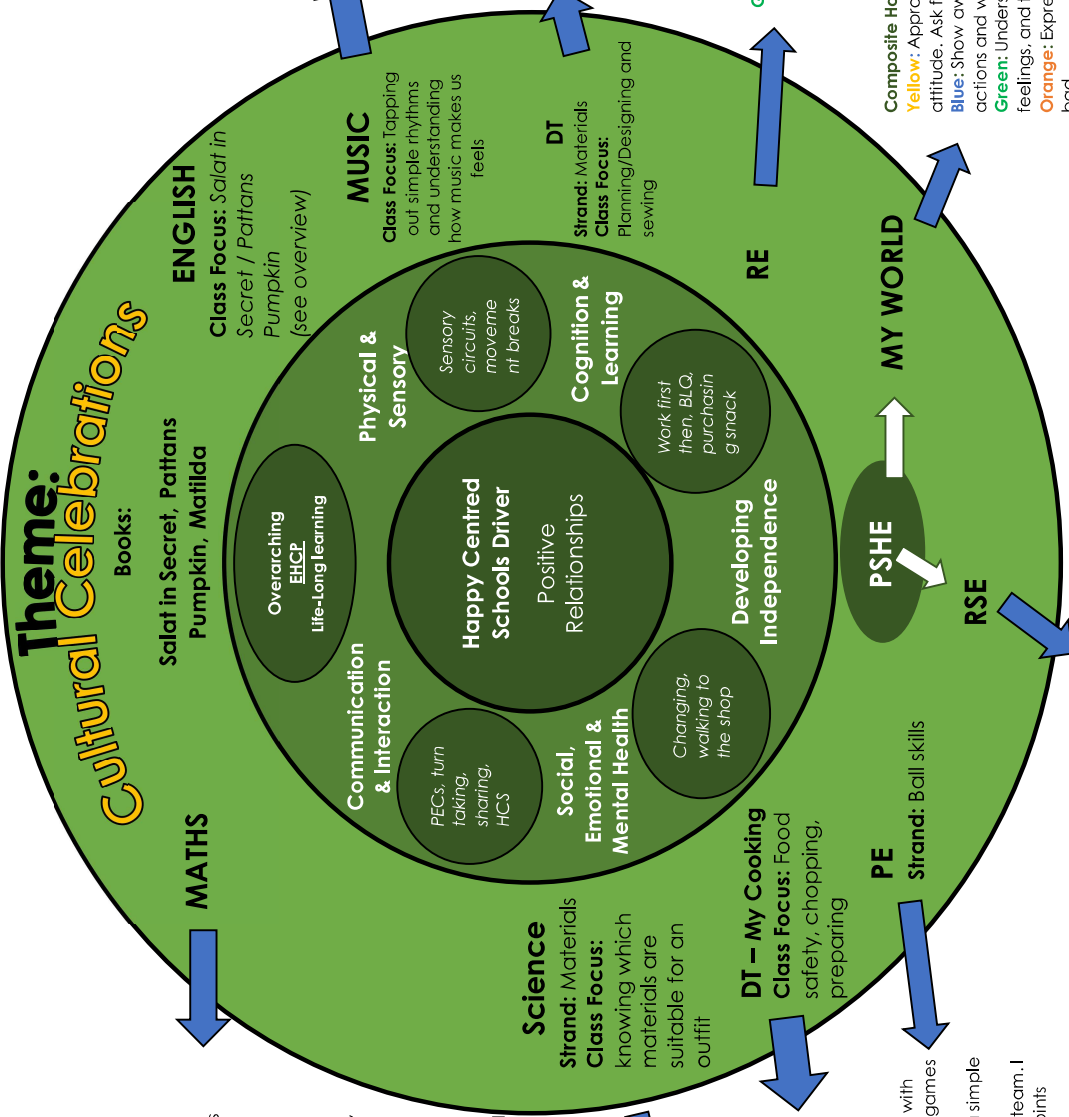
- Deep pressure, timers for reflection time, movement breaks, change of face, planned ignoring where needed, team teach, firm voices.



**Classroom**

**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.



**Theme: Cultural Celebrations**

**Books:**

Salat in Secret, Pattans Pumpkin, Matilda

**ENGLISH**

**Class Focus:** Salat in Secret / Pattans Pumpkin (see overview)

**MUSIC**

**Class Focus:** Tapping out simple rhythms and understanding how music makes us feel

**Science**

**Strand:** Materials knowing which materials are suitable for an outfit

**DT – My Cooking**

**Class Focus:** Food safety, chopping, preparing

**PE**

**Strand:** Ball skills

**RE**

**Work first then, BLQ, purchasing a snack**

**DT**

**Strand:** Materials Planning/Designing and sewing

**Composite Half Termly End Point:**

- Blue:** Tap out simple repeated rhythms. Follow an instruction with 3 key words (e.g. shake the bells twice.)

- Green:** Show a preference for a piece of music that represents spiritual, cultural or religious experiences.
- Green:** Join in call and response songs and rhythms. Hold simple instruments appropriately.
- Orange:** Walk/move to a pulse. Communicate how a piece of music can make me feel.

**Composite Half Termly End Point:**

- Blue:** To know that design is a way of planning our idea before we start
- Blue:** To know that threading is putting one material through another.

**Composite Half Termly End Point:**

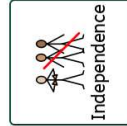
- Blue:** Begin to understand that other people have needs and to respect these.
- Green:** Discover some similarities and differences between self and one familiar person.
- Orange:** Discover some similarities and differences between people in my school community

**Composite Half Termly End Point:**

- Yellow:** Approach new activities and experiences with a positive attitude. Ask for help when prompted by a familiar adult.
- Blue:** Show awareness of my own feelings and that I know some actions and words can hurt the feelings of others.
- Green:** Understand the connection between my actions and feelings, and the feelings of others
- Orange:** Express what makes me feel good and what makes me feel bad.

**Composite Half Termly End Point:**

- Blue:** Name and point to more complex body parts on request. Identify the gender of peers and adults
- Green:** Understand that people online are strangers if we don't know them in real life



**To support pupils to develop independence we encourage...**

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