

**Class:** J2

**Pathway:** Semi-Formal

**Term:** Autumn 2



**To support behaviours in our class you will see the following strategies:**  
 Planned ignored, now/next, learning first, sensory input, positive reinforcements, visuals, firm voices.



**In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills;** Turn taking, celebrating achievement and success, independence, exploration, emotional regulation.

**Strand 1: Number**  
**Half Termly End Point:**  
**Yellow:** Pupil begins to organise and categorise objects e.g. putting all the teddy bears together and cars in separate piles. Pupil demonstrates an understanding of the concept of more / less. Pupil shows awareness of same as/different to e.g. matching coins.  
**Blue:** With an adult prompt, pupil can combine two small sets and count the total. With an adult, pupil can take away a number of objects from a set and count the remainder. Pupil estimates a small number and checks by counting

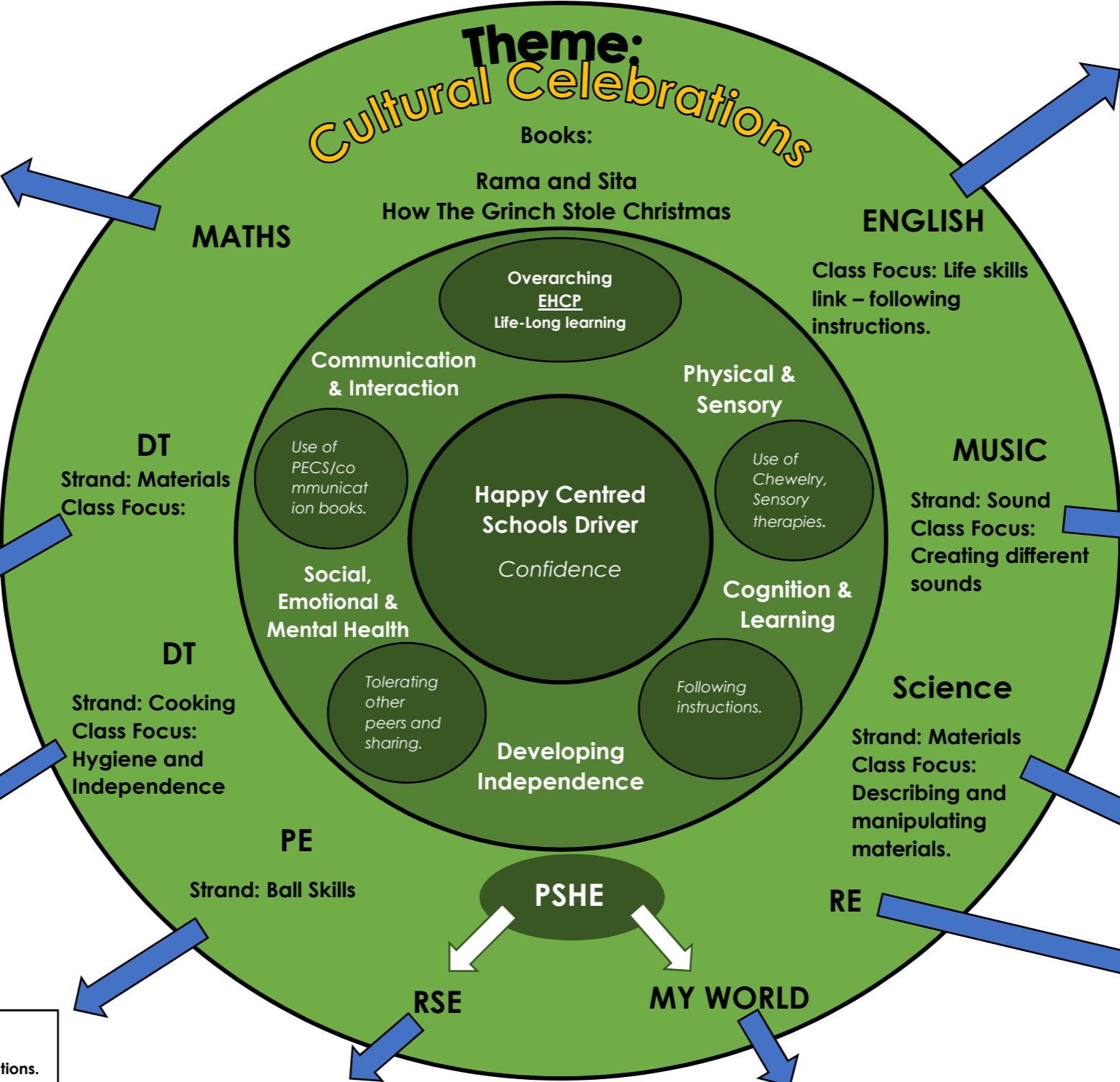
**Strand 2: Data Handling**  
**Half Termly End Point:**  
**Yellow:** To sort objects/pictures into two sets and given criteria. To indicate an object that is different within a given set. To sort objects/pictures by association using clear categories.  
**Blue:** To record simple sorting activities using pictorial representation on simple diagrams e.g. Venn, Carroll. To begin to understand the use of sorting/sets within practical contexts e.g. sorting a set of spoons to eat pudding, a set of colour crayons etc.

**Composite Half Termly End Point:**  
**Yellow: Cutting:** Pupils will use scissors to cut taut fabric at random. **Stitching & threading:** Pupils will explore media by linking together different approaches such as: threading and sticking. **Tools:** Pupils will show control in holding and using equipment and tools.  
**Blue:** Pupils will know that design is a way of planning our idea before we start and know that threading is putting one material through another.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will begin to have an awareness of 'free from' foods (e.g. gluten free flour, dairy free, milk alternatives), food intolerances and allergies.  
**Blue:** Pupils will make a meal or snack using ingredients or equipment with a purpose with adult help.

**Composite Half Termly End Point:**  
**Blue:** Pupils will repeat a series of combined actions.  
**Green:** Pupils will develop my understanding of the importance of daily exercise.

**To support pupils to have a voice we will use...**  
 Choice boards, PECS, Makaton, ASD strategies.



**Communication Half Termly End Point:**  
**Yellow:** Listen to music and respond when it is turned off. Is beginning to understand 'what?' Use words to describe things e.g. it is bumpy.  
**Blue:** Retell simple stories to others. Fetch 3 objects on request with a visual cue. Show an understanding of prepositions such as; on top, under, behind. Use possessives e.g. bob's coat.

**Reading Half Termly End Point:**  
**Yellow:** Begin to recognise the initial letter of my name. Match identical symbols. Recognise my name with a picture clue. Have favourite stories, rhymes, songs and poems.  
**Blue:** Pupils will point out signs and symbols in the environment. Matches 4 letter words. Follow a visual timetable of three images / symbols.

**Writing Half Termly End Point:**  
**Yellow:** Point index or one finger as a part of communicating. Remember the differences between sounds. Begin to recognise alliteration. Point to the parts of the sentence strip as an adult says the words. -PECS. Add quantities into my PECS sentence. Give a picture they have made a name.  
**Blue:** Copy my name with physical help. Trace over lines and patterns with help. Recognise some CVC words by sight. Experiment with full stops. Communicate a caption for an adult to write.

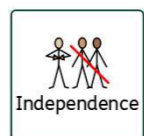
**Composite Half Termly End Point:**  
**Yellow:** Pupils will copy an adult's action once shown (e.g. bang on a drum.)  
**Blue:** Pupils will Tap out simple repeated rhythms and join with dancing and ring games.

**Composite Half Termly End Point:**  
**Yellow:** Pupils is beginning to use more complex actions e.g. twisting, tearing, folding, turning materials.  
**Blue:** Pupil understands that different materials and media can be combined to create new effects.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will begin to understand that other people (and animals) have needs and to respect these. Take part in activities involving two or three other learners.  
**Blue:** Pupils will begin to recognise and name the needs and feelings of others.

**Composite Half Termly End Point:**  
**Blue:** Pupils will Identify who is in my family and communicate about my home and family.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will Show that I recognize my own immediate family and relations, respond to pictures and stories about myself, my family and other people and have an awareness of my similarities and differences in relation to my family and friends.  
**Blue:** Pupils will communicate about and show an awareness of the similarities and differences in relation to my friends or family.



**To support pupils to develop independence we encourage...**  
 Finding own resources, washing hands, brushing teeth, opportunities to do things for themselves.