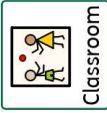




**Class:** J2  
**Pathway:** Semi-Formal  
**Term:** Autumn 1



**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 participates in number activities, reciting numbers one to five and may use fingers to identify numbers. Pupil creates sets to three, four and five objects by touching one at a time, arranged in a line and randomly – including 1p coins. Pupil makes sets up to 5 on request.  
**Blue:** Pupil can count objects reliably up to 5. Pupil joins in rote counting to ten, numerals 0 – 10. Pupil labels sets with numerals 0 – 10.  
**Strand 2: Geometry**  
**Half Termly End Point:**  
**Red:** Pupil experiences 2D shapes in a range of practical situations. Pupil can post items according to their shape by trial and error. Pupil searches for and finds objects in their usual place or when they have moved out of sight.  
**Yellow:** Pupil can match 2D and 3D shapes. Pupil matches 2D shapes to their outline. Pupil begins to pick out named shapes from a collection. With adult prompts pupils begin to explore the properties of 2D and 3D shapes e.g. corners, straight, flat, curved, solid. Pupil begins to respond to instructions containing positional words, signs or symbols – in, on, over, under, inside, outside, top, bottom.  
**Blue:** Pupil can name the 2D shapes square, circle, triangle, and rectangle. Pupil can copy and draw simple 2D shapes. Pupil identifies simple 2D shapes in the environment eg 'The CD is a circle'. Pupil counts the number of corners, sides and faces of everyday objects. Pupil begins to identify shapes in the environment / real life activities eg my plate is round.

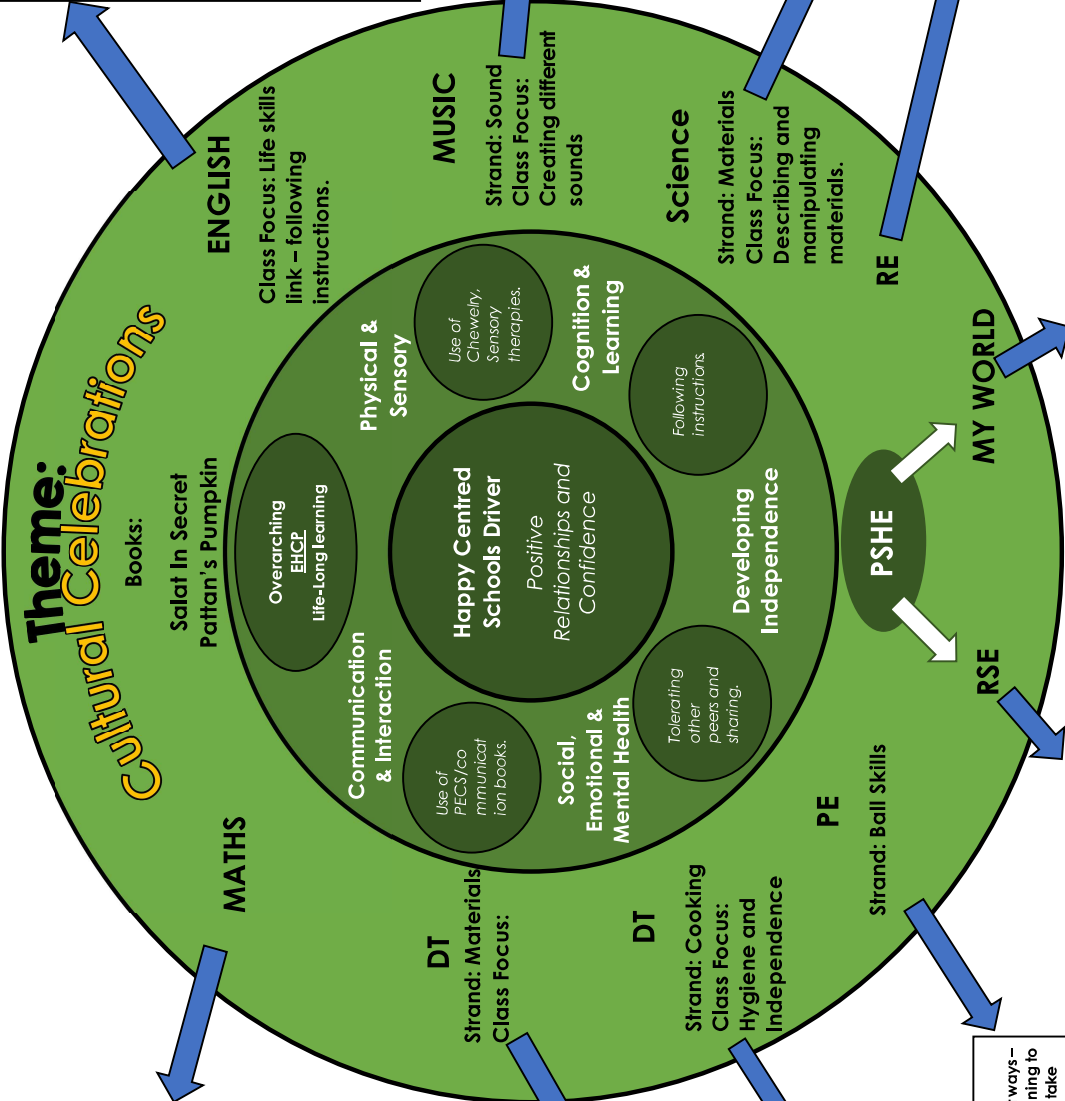
**Composite Half Termly End Point:**  
**Yellow:** Cutting: Pupils will use scissors to cut taut fabric at random. Sitching & threading: Pupils will explore media by linking together different approaches such as: threading and sticking. Tools: Pupils will show control in holding and using equipment and tools.  
**Blue:** Create: cutting: Use scissors to follow a simple line to cut taut materials. Create: sitching & threading: Make a stitch by pushing and pulling needle and thread through fabric.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will know that fruit and vegetables are grown. To recognise and name some common fruit and vegetables. To know that different fruit and vegetables taste different. To know that eating fruit and vegetables is good for us.  
**Blue:** Pupils will identify ingredients needed for a pizza and make a pizza as independently as possible.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will propel a ball in three different ways – such as - throw, roll, kick, push. Pupils are beginning to negotiate space safely. Pupils are beginning to take turns with others.  
**Blue:** Pupils will use ball skills (roll, catch, throw, dribble and bounce) with developing competence and accuracy. I play simple ball games with consideration of the rules.  
**To support pupils to have a voice we will use...**



Choice boards, PECS, Makaton, ASD strategies.



**Communication Half Termly End Point:**  
**Yellow:** Pupils will listen with interest to the sound's adults make as they read a story. Pupils will understand simple sentences such as 'throw the ball'. Pupils will understand what objects are used for e.g. hair's brush, by putting brush on head. Pupils will answer simple questions 'what do you like?'  
**Blue:** Pupils will understand the name of colours, understand 'who?', 'what?' and 'where?' questions and begin to answer 'how' and 'why' questions. – may only be one word.

**Reading Half Termly End Point:**  
**Yellow:** Pupils will identify the sound I have heard. Pupils will recognise familiar symbols/objects. Pupils will match identical symbols. Pupils have favourite stories, rhymes, songs and poems.  
**Blue:** Pupils will point out signs and symbols in the environment. Looks at books independently, handles them carefully and can turn pages and know that information can be retrieved from books and computers.

**Writing Half Termly End Point:**  
**Yellow:** Pupils will manipulate magnetic letters. Pupils will draw lines and circles. Pupils will make clear choices about the marks I am making. Pupils will make marks using tools independently.  
**Blue:** Pupils will write the letters from my name. Make links between the sound I hear and the grapheme. Write/type a list and write / type my full name with correct spacing.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will create sounds by banging, shaking, tapping or blowing. Pupils will copy an adult's action once shown (e.g. bang on a drum).  
**Blue:** Pupils will tap out simple repeated rhythms. Follow an instruction with 3 key words (e.g. shake the bells twice.) Join with dancing and ring games. Show a preference for a piece of music that represents spiritual, cultural or religious experiences.

**Composite Half Termly End Point:**  
**Yellow:** Pupils can use words, signs or symbol to describe a material e.g. bumpy. Pupils are beginning to use more complex actions e.g. twisting, tearing, folding, turning materials.  
**Blue:** Pupil will demonstrate understanding of key concepts e.g. rough/ smooth. Understands that different materials and media can be combined to create new effects. Compares two groups of objects.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will take part in activities involving two or three other learners.  
**Blue:** Pupils will begin to understand that other people have needs and to respect these.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will approach new activities and experiences with a positive attitude. Pupils will ask for help when prompted by a familiar adult. Pupils will engage in intensive interaction with familiar adults for extended periods of time.  
**Blue:** Pupils will show awareness of own feelings and know some actions and words can hurt the feelings of others.

**Composite Half Termly End Point:**  
**Yellow:** Pupils will understand what everyday objects are used for (e.g. put a hairbrush to my head). Pupils will respond to a few appropriate boundaries with encouragement and support. Pupils will show curiosity about people. Pupils will point to main body parts on request.  
**Blue:** Pupils will name and point to more complex body parts on request. Identify the gender of peers and adults.

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

