

Class: J3

Pathway: Semi-formal

Term: A1



To support behaviours in our class you will see the following strategies: Planned ignore, sand timers, now and next, working for strips,



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; Phonics, a love for reading, zones of regulation and working walls.

Strand 1: Number set 1

Blue: With an adult prompt, pupil can combine two small sets and count the total

Green: Know the number bonds up to 10.

Orange: Count in steps of 2,3 and 5 from 0, and in 10s from any number forward and backward.

Strand 1: Geometry set 1 & 3

Blue: Pupil can name the 2D shapes square, circle, triangle, and rectangle.

Green: Identify and recognise common 2-D shapes, including circle, rectangle (including square) and triangle

Orange: Recognise and name 2-D shapes, including pentagons and hexagons

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

Composite Half Termly End Point:

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.

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.

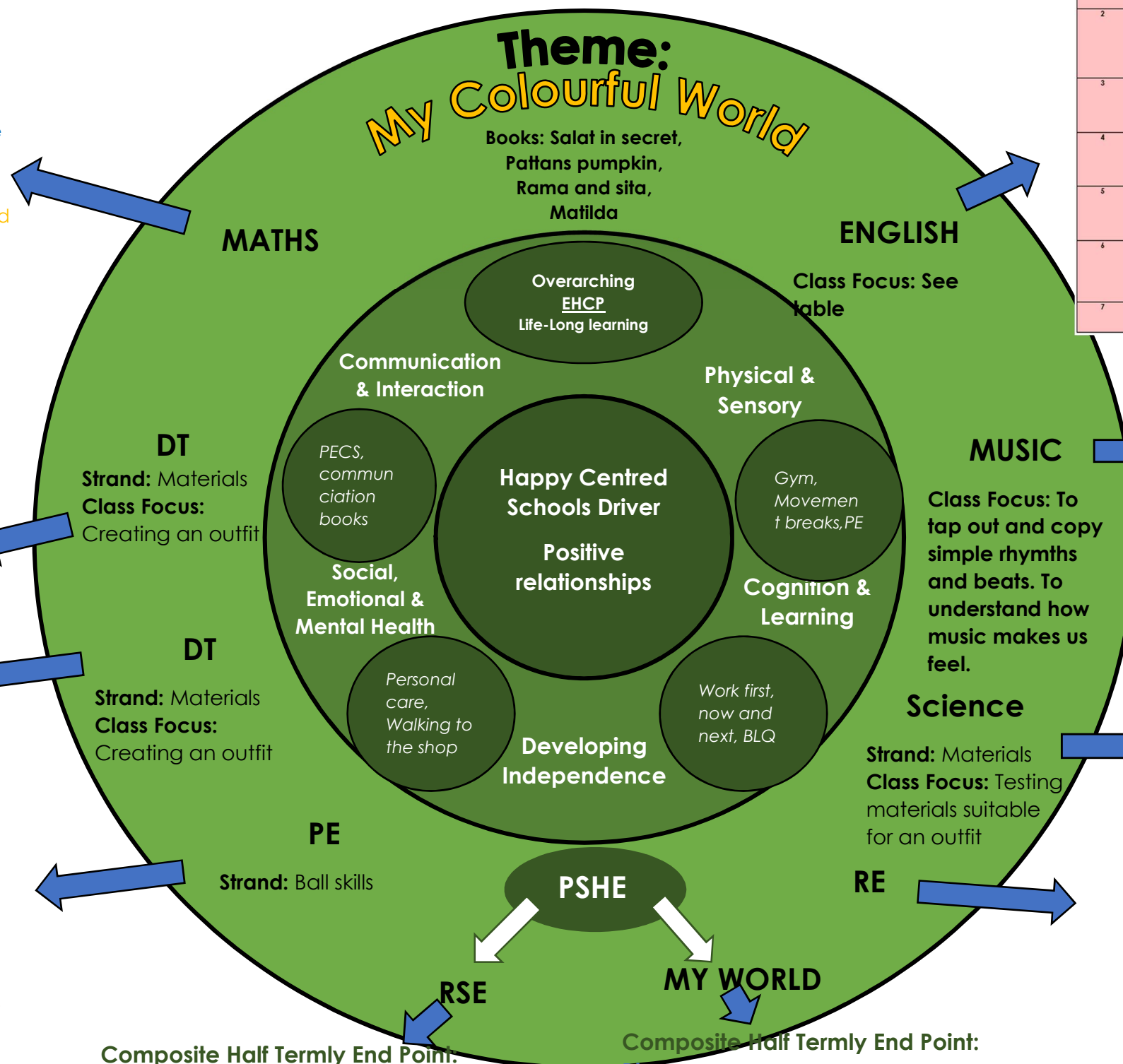
I can move with a ball towards goal.

I know how to score points and can remember the score



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

Communication books, PECS, now and next, communication boards



Week	Book	Communication	Reading	Writing
1	Salat in secret	Listening & Attention Listen to others in one to one or small groups (when and begin to respond appropriately) (books and pages) Listen quietly to an unfamiliar story With a focus on sharing stories, fun taking, understanding when it is my turn to speak	Phonics & Decoding Match a letter with its sound Show awareness of rhyme and alliteration Read words containing all previously learnt sounds Decode unknown CVC words when reading using phonics knowledge With a focus of creating 'my most wished for wishes' list	Fine Motor Trace over lines and patterns with help Recognise letters which are recognizable Make sure all letters can be read Focus on creating prayer mat
2		Listening & Attention Listen to others in one to one or small groups (when and begin to respond appropriately) (books and pages) Listen quietly to an unfamiliar story With a focus of creating 'my most wished for wishes' list	Phonics & Decoding Match a letter with its sound Show awareness of rhyme and alliteration Read words containing all previously learnt sounds Decode unknown CVC words when reading using phonics knowledge With a focus of creating 'my most wished for wishes' list	Fine Motor Trace over lines and patterns with help Recognise letters which are recognizable Make sure all letters can be read Focus on creating prayer mat
3		Understanding Understand 'what', 'where' and 'where?' questions Begin to understand and respond to a range of questions Understand why communication is important Book level focus	Vocabulary Point out signs and symbols in the environment Use visual cues to help to locate information Understand familiar icons on a computer, phone or tablet With a focus on religious words and symbols	Graphemes Identify some letters on a letter board Spell words in a cursive style Focus on creating own prayer - what makes you happy and how are you brave
4	Pattans Pumpkins	Understanding Understand 'what', 'where' and 'where?' questions Begin to understand and respond to a range of questions Understand why communication is important Book level focus	Vocabulary Point out signs and symbols in the environment Use visual cues to help to locate information Understand familiar icons on a computer, phone or tablet With a focus on religious words and symbols	Graphemes Recognise some CVC words by sight Spell words in a cursive style Focus on creating own prayer - what makes you happy and how are you brave
5		Understanding Understand 'what', 'where' and 'where?' questions Begin to understand and respond to a range of questions Understand why communication is important Book level focus	Vocabulary Point out signs and symbols in the environment Use visual cues to help to locate information Understand familiar icons on a computer, phone or tablet With a focus on religious words and symbols	Sentence Structure Experiment with full stops Add a few sentences to a story Use visual cues to help to locate information Colourful semantics with a full stop on its own
6		Communication Say a word which rhymes with another word Answer questions on a range of topics Use subject specific vocabulary Use computers - research foods, identify where rain comes from - water cycle	Comprehension Know that information can be retrieved from books and computers Read a range of different texts Use computers - research foods, identify where rain comes from - water cycle	Sentence Structure Experiment with full stops Add a few sentences to a story Use visual cues to help to locate information Colourful semantics with a full stop on its own
7		Communication Say a word which rhymes with another word Answer questions on a range of topics Use subject specific vocabulary	Comprehension Know that information can be retrieved from books and computers Read a range of different texts	Writing for Purpose Communicate a caption for an adult to write Use visual cues to help to locate information Colourful semantics with a full stop on its own

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.
Walk/move to a pulse. Communicate how a piece of music can make me feel.

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.)

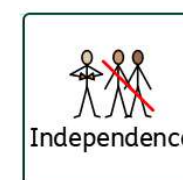
Orange: Know which materials are natural and which are man made

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



To support pupils to develop independence we encourage...

Personal care, walking to the local community to purchase snacks

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

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:

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.