



Class: J5

Pathway: Informal

Term: Autumn '24

Strand 1: number set 1
Half Termly End Point:

Pink: fully prompted touch objects as they are being counted show interest in hand tapped numbers
 shift visual attention by looking from one object to another.
 notice changes in number of objects/images or sounds in group of up to 3.
 tolerate interacting with an adult to play finger rhymes or rhythmic tapping

Red: Pupils interacts with familiar number rhymes and songs. Pupil experiences 1:1 correspondence in everyday situations. Pupil touches, observes or gazes at objects one at a time as adult counts.
 Pupil indicates which group contains one.
 Pupil indicates one object.
 Pupil indicates 2 objects.

Yellow: Pupil demonstrates an understanding of 1:1 correspondence in everyday situations
 Pupil participates in number activities: reciting numbers one to five and may use fingers to identify numbers.
 Pupil creates sets to three
 Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins

Composite Half Termly End Point:

Pink: use hands to pull media apart
 Repeat an action that has an effect, e.g. scrunching, pushing
 Hold an object purposefully given to them

Red: Use scissors to make snips into soft stationary media
 Remember actions and preferences
 Handle and explore tools with adult support.

Yellow: Use scissors to cut taut fabric at random. Explore media by linking together different approaches such as: threading and sticking

Show control in holding and using equipment and tools

Composite Half Termly End Point:

Pink: Reaches out for touches and begin to hold objects. Play a simple ball game with support such as pushing a ball to a target. Turns head in response to objects with light or sound stimulus

Red: Drop a ball and track it when bouncing and chase a ball. Push a ball independently and receive a ball that's rolled towards me. Throw an such as a beanbag without direction. Roll a ball towards a target such as skittles.

Yellow: Propel a ball in three different ways – such as - throw, roll, kick, push. I am beginning to negotiate space safely. I am beginning to take turns with others

Blue: use ball skills (roll, catch, throw, dribble and bounce) with developing competence and accuracy

To support pupils to have a voice we will use...body gesture, facial gesture, PECS, Makaton, behavioural expression



To support behaviours in our class you will see the following strategies: sensory diet, therapies, movement, appropriate demands, child-initiated learning, processing time



Classroom

In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills: independence, sharing and cooperation, understanding, tolerance, acceptance

Communication Half Termly End Point:

Pink: Show a reflex response to a sudden sound. Turn towards a familiar sound. Engage with and explore objects when supported by an adult. Stop and look when my name is called. Demonstrate the desire for an activity to continue.

Red: Respond non-verbally in two-way interaction. Looks quickly towards the source of a familiar sound or voice. Moves whole body to sounds they enjoy such as music, or a regular beat. Listen to and show enjoyment in rhythmic patterns or rhymes. Eye point or choose between two objects of reference. Understand "no" when an adult speaks and shakes their head. Show a developing ability to follow body language such as pointing or gesture. Respond to visual cues e.g. recognises plate for dinner.

Yellow: Listen to music and respond when it is turned off. Listen with interest to the sound's adults make as the read a story. Respond to a familiar adult calling my name. Understand simple sentences such as "throw the ball". Understand what objects are used for, e.g. hair brush, by putting touch on head. Is beginning to understand "what's? Find a named picture within a picture

Reading Half Termly End Point:

Pink: Show awareness of sensory input from a story. Respond to a sensory story. Show awareness of sudden sounds. Be attentive to everyday sound. Make choices independently move in relation to a story, song or rhyme. **Red:** Identify familiar sounds. Identify familiar voices. Show an interest in pictures/photographs. Match identical pictures. **Yellow:** Identify the sound I have heard. Begin to recognise the initial letter of my name. Recognise familiar symbols/objects Match identical symbols. Recognise my name with a picture cue.

Writing Half Termly End Point: Writing Half Termly End Point:

Pink: Hold something for a short time. Make marks by chance. Feel different. Show awareness of the sounds in the environment materials with support. Use mark making tools with assistance. Show awareness of the differences between environmental sounds. Make marks by chance e.g. trailing fingers through soft juice. **Red:** Use my hands to deliberately knock objects over. Use my fingers or toes to spread or rake a sensory media across a surface. Pick up small objects by developing a pincer grasp. Pass an object from one hand to the other. Begin to remember the differences in sounds. Use my fingers or toes to spread or rake a sensory media across a surface. **Yellow:** Point index or one finger as a part of communicating. Follow a route on a road map or track. Manipulate magnetic letters. Use a computer program to make marks. Remember the differences between sounds. Begin to recognise alliteration. Draw lines and circles.

Blue: Copy my name with physical help. Trace over lines and patterns with help. Trace over letters with support. Give meaning to the marks that I draw, point or write. Identify some letters on a keyboard. Write the letters from my name. Make links between the sound I hear and the grapheme. Recognise some CVC words by sight.

Composite Half Termly End Point:

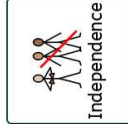
Pink: Control my hands
 Reach out for, touch and begin to hold objects independently
Red: Explore different instruments spontaneously and imitate actions of an adult with actions
Yellow: Create sounds by banging, shaking, tapping or blowing
 Copy an adult's action once shown
 Respond to interactive rhymes

Composite Half Termly End Point:

Pink: Explores objects by looking, touching and mouthing. Repeats an action that has an effect
Red: Explore new and different materials with adult support. Explore objects intentionally, by investigating cause and effect. Begin to notice some similarities and differences
Yellow: Can use words, signs or symbol to describe a material. Beginning to categorise objects according to property e.g. size, colour. Is beginning to use more complex actions.

Composite Half Termly End Point:

Pink: Recognise familiar faces and voices of significant people
Red: Observes and show interest as people move around
Yellow: Take part in activities involving two or three other learners.



Independence

To support pupils to develop independence we encourage...Personal care, hygiene, feeding, preparation of food, dressing and trips within the community

Theme: Cultural Celebrations

- Paitan's Pumpkin
- Salat in Secret
- Rama & Sita
- The Grinch Who Stole Christmas

ENGLISH

Class Focus: developing effective communication

Physical & Sensory

Happy Centred Schools Driver

Positive Relationships
 Core book
 Matilda

DT

Strand: Textiles
Class Focus: developing fine motor skills using different tools

PE

Strand: ball skills

PSHE

RE
 Tolerance

RSE

MY WORLD

SCIENCE

Strand: Materials
Class Focus: exploring different textures

Composite Half Termly End Point:
Pink: Make my feelings and basic needs known using my face, voice or body.
Red: Accept help from a familiar adult
Yellow: Engage in Intensive Interaction with familiar adults for extended periods of time
 Ask for help when prompted by a familiar adult

Composite Half Termly End Point:
Pink: Be comforted by familiar people's voices, faces or touch
 coactive involvement with an activity.
Red: Tolerate another person in close proximity during an activity
 Remember people that I see regularly
Yellow: Respond to a few appropriate boundaries with encouragement and support
 curiosity about people

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