

Class: J6
Pathway: Informal
Term: Autumn '24



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



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:

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 brush on head. Is beginning to understand 'what?' Find a named picture within a picture

Reading Half Termly End Point:

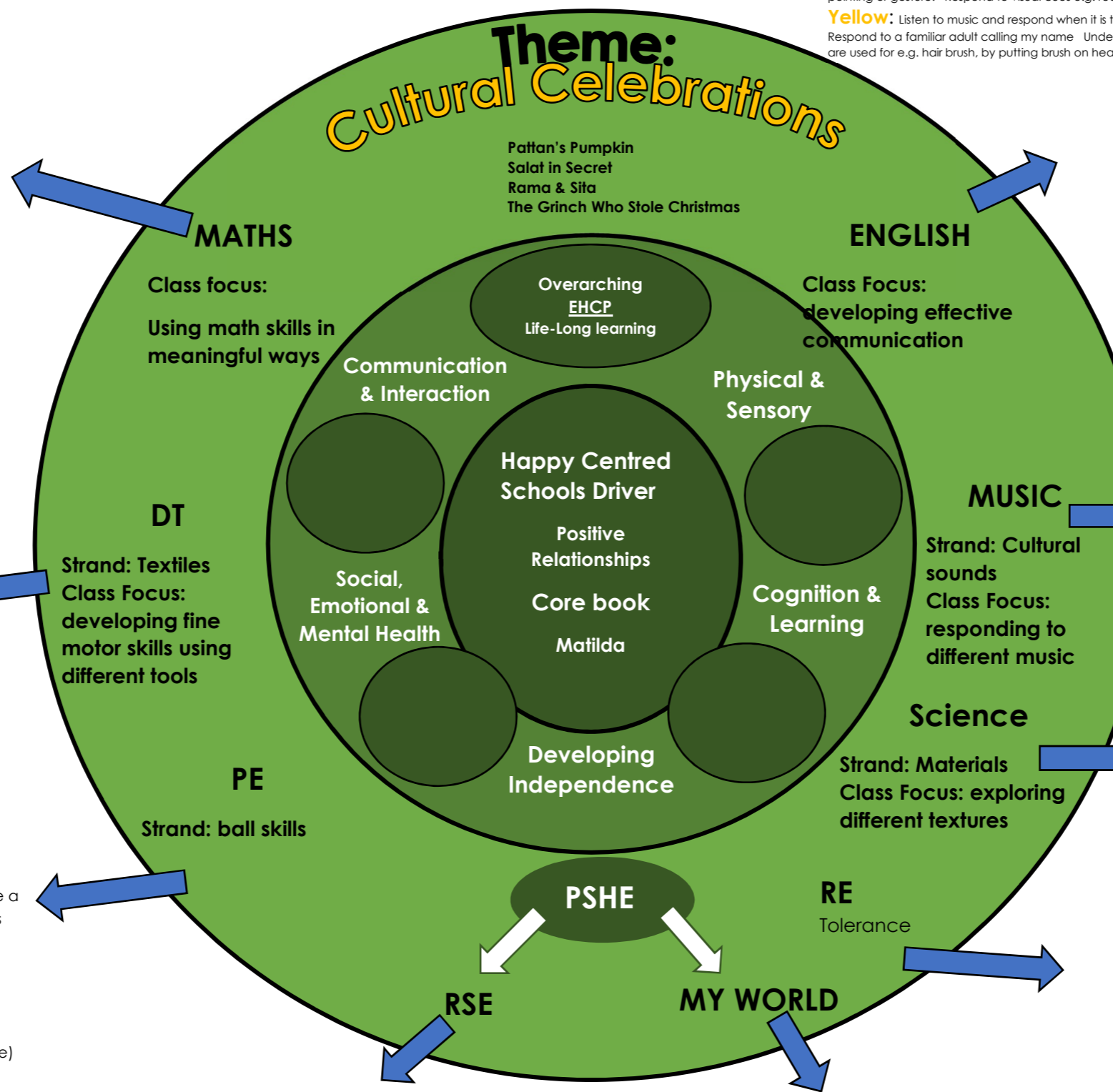
Red: Identify familiar sounds. Identify familiar voices. Show an interest in pictures/photographs. Match identical pictures.
Yellow: Identify the sound I have heard. Begin to recognise the initial letter of my name. Recognise familiar symbols/objects. Match identical symbols. Recognise my name with a picture clue.
Writing Half Termly End Point:
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, paint 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.

Strand 1: number set 1 Half Termly End Point:

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.

Theme: Cultural Celebrations

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



MATHS

Class focus: Using math skills in meaningful ways

ENGLISH

Class Focus: developing effective communication

MUSIC

Strand: Cultural sounds
Class Focus: responding to different music

Science

Strand: Materials
Class Focus: exploring different textures

RE

Tolerance

MY WORLD

PSHE

RSE

PE

Strand: ball skills

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

DT

Communication & Interaction

Physical & Sensory

Happy Centred Schools Driver

Positive Relationships
 Core book
 Matilda

Social, Emotional & Mental Health

Cognition & Learning

Developing Independence

Composite Half Termly End Point:

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:

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

Composite Half Termly End Point:

Red: Explore different instruments spontaneously and independently. 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:

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:

Red: Observes and show interest as people move around
Yellow: Take part in activities involving two or three other learners.



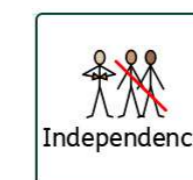
To support pupils to have a voice we will use...body gesture, facial gesture, PECS, Makaton, behavioural expression

Composite Half Termly End Point:

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. Show curiosity about people.

Composite Half Termly End Point:

Red: Accept the close proximity of another person during an activity. Tolerate massage and calming touch 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.



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