

Class: The Bridge (J7)

Pathway: Formal

Term: Autumn 1 2024



FUNCTIONAL

MATHS

PE

Strand: Invasion games

Class Focus: Football

To support behaviours in our class you will see the following strategies: Clear routines, firm expectations, expected role modelling, time out.



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; Independence, appropriate interactions, solving problems and developing tolerance and patience.

Communication Half Termly End Point:

Strand 1: Number (Set 1 – addition and subtraction) Half Termly End Point:

Green: I can read, write, and interpret the symbols +, -, and = accurately in various contexts.

Orange: I can recognize and apply the inverse relationship between + and - to verify calculations and solve problems involving missing numbers.

Turquoise: I can add and subtract numbers with up to 4 digits, including performing carrying operations.

Strand 2: Geometry (Set 1 and 3 - Shape) Half Termly End Point:

Green: I can identify and recognize common 3D shapes, such as cubes, cuboids, pyramids, and prisms.

Orange: I can identify and describe the properties of 3D shapes, including their number of edges, vertices, and faces.

Turquoise: I can create 3D shapes using modelling materials, recognize these shapes in various orientations, and describe their features.

Composite Half Termly End Point:

Green: I can compare objects based on their features.

Orange: I can compare objects and group them based on their properties.

Turquoise: I can make basic predictions about the outcomes of an experiment.

Composite Half Termly End Point:

Green: I can participate in a simple game, understanding how to move into open space. Orange: I can move with a ball towards goal.

Turquoise: I can execute skills with consistent precision and control.

Composite Half Termly End Point: Green: I can recognize the importance of spent online and offline.

Orange: I can understand the reasons for not sharing personal information online. Turquoise: I can understand that websites share a lot of our personal information.

Composite Half Termly End Point:

Green: I can communicate what makes me feel good or bad.

Orange: I can express what makes me feel good and what makes me feel bad

Turquoise: I can show and communicate my awareness of how other people are feeling.

festivals, Guy Fawkes & The Gun

Powder Plot, Matilda

Overarching **EHCP**

Life-Long learning Communication

& Interaction

acceptance

RSE Strand: Safety &

the changing body

Class Focus: Online

afety

Social,

Emotional &

Mental Health

Happy Centred

Schools Driver

Positive

Relationships

Recognise how working alongside others can support us.

Physical &

Sensory

lifestyles

Cognition &

Learning

Developing Independence

PSHE)

MY WORLD Strand:

Health & well-being

awareness, feelings

Class Focus: Self-

Skills Builder Strand: Tolerance RE Class Focus: People **HEALTH &** around me, personal WELL-BEING

GEOGRAPHY

and public

Strand: Maps, trave & location

Class Focus: Cultural interest places

FUNCTIONAL

ENGLISH

MUSIC

Strand: Cultural

Class Focus:

Enterprise and

Employability - D1

Class Focus: Creating

Strand: Textiles

items to sell

Class Focus

Matilda:

Turquoise: I can understand that peers and others may communicate in different ways and I can begin to adapt to this.

Reading Half Termly End Point:

communicate.

listenina

Green: I can express an opinion about a story or character Orange: I can express opinions and make predictions

Turquoise: I can explain opinions about what I have read.

Writing Half Termly End Point:

Green: I can write captions and notes which can be read by a familiar adult.

Green: I can show that I beginning to understand when it is my turn to

Orange: I can understand a two-way conversation and active

Orange: I can write simple questions

Turquoise: I can make an information poster.

Composite Half Termly End Point:

Green: I can express how a piece of music makes me feel.

Orange: I can listen to and engage with various genres of music.

Turquoise: I can describe how the music impacted my emotions and explain why

Composite Half Termly End Point:

Green: I can intentionally choose and utilize the most suitable hand tool to create a desired product.

Orange: I can identify the names of certain tools and start using them with guidance.

Turquoise: I can learn to use a variety of tools and equipment safely, correctly and with precision.

Composite Half Termly End Point:

Green: I can explore similarities and differences between myself and a familiar person

Orange: I can explore similarities and differences among people in my school community.

Turquoise: I can be mindful of others' needs and feelings while showing respect for them.

Composite Half Termly End Point:

Green: I can identify a country and a cultural celebration that they take part in.

Orange: I can locate a country on a map/globe, recognising the cultural celebration that they take part in.

Turquoise: I can compare the locations of different countries on a map/globe, recognising the celebrations that they take part in.



To support pupils to develop independence we encourage; children to collect their own resources, follow tasks with minimal guidance, look after themselves and manage disagreements between themselves.



To support pupils to have a voice we will; ensure that we are listening carefully when it is other peoples turn to speak, encourage students to have the confidence to share their thoughts/ideas.

maintaining a proper balance between time

Independent Living -

SCIENCE

Strand: Materials

agreed product.

Class Focus: Exploring

a recipe to make an

materials when following