#

**Strand 1:**

**Half Termly End Point:**

**Red:** Develop an emerging understanding of number through songs and listening to counting by others, touching items as people count, recognising 1 and 2 within sets.

**Yellow:** Develop my number skills so that I can confidently use numbers in real life situations through counting songs, 1-1 correspondence, making sets of upto 3 then 5.

**Composite Half Termly End Point:**

**Red:** Play cooperatively with a familiar adult

**Yellow:** Pupil names or identifies people who are special to them.

**Blue:** Pupil communicates about their home and family.

**Composite Half Termly End Point:**

**Red:** Begin to move to music, listen to or join in rhymes or songs. Recognise and respond to spiritual and cultural music and sounds with actions.

**Yellow:** Pupil responds to interactive rhymes.

**Composite Half Termly End Point:**

**Red:** Play cooperatively with a familiar adult (e.g. rolling a ball back and forth). Build relationships with people that are special to me.**Yellow:** Pupil begins to understand that other people have needs and to respect these.

**Blue:** Pupil treats living things and their environment with care and concern.

**Composite Half Termly End Point:**

**Red:** Climb on and off low equipment. Attempt to jump off low equipment. Perform a Single jump two feet together.

**Yellow:** Pupil uses some large apparatus with some control.

**Blue:** Pupil attempts a pencil and egg roll.

I am beginning to negotiate space safely.

I am beginning to take turns with others.

Yellow -

Throw an such as a beanbag without direction.

Roll a ball towards a target such as skittles.

**Red:**

**Yellow:**

**Blue:**

**Composite Half Termly End Point:**

**Red:** Tolerate massage and calming touch from a familiar adult

Initiate an activity / indicate when I want an activity to stop.

**Yellow:** Approach new activities and experiences with a positive attitude. Engage in Intensive Interaction with familiar adults for extended periods of time

Blue - Show awareness of my own feelings and that I know some actions and words can hurt the feelings of others.

Recognise when I need to ask for help (minimal support.)

**Blue:**

**RE**

*Tolerance*

**MY WORLD**

**Health and wellbeing, self awareness, personal strengths.**

**MUSIC**

**Strand: instruments**

**Class Focus: Exploring instruments and making sounds.**

**ENGLISH**

**Develop communication through interactions, develop vocabulary, recognise and identify sounds, mark make, develop use of sentence strips.**

**Communication Half Termly End Point:**

**Red: Responding in an interaction, choose between 2 objects, express likes and dislikes.**

**Yellow: Respond to my name, listen with interest to sounds in a story, understand simple sentences and answer simple questions, use describing words.**

**Reading Half Termly End Point:**

**Red: Identify familiar sounds, match, handle books with interest and turn pages.**

**Yellow: Identify sounds, recognise the initial letter of my name, then my name, recognise familiar symbols, have favourite stories, etc.**

**Writing Half Termly End Point:**

**Red: Use sensory media to make a mark, pick up small objects, remember different sounds, pick up a pecs card.**

**Yellow: Point, follow a route, remember differences between sounds, recognise alliteration, use a sentence strip and point to its parts, give a picture a name.**

***To support pupils to have a voice we will use…***

***PECs, Makaton***

**DT**

**Strand: Textiles**

**Class Focus: Using tools and exploring different outcomes with materials.**

**Composite Half Termly End Point:**

**Red:** Cutting, stitching, threading, handling and exploring tools to do this with adult support.

**Yellow:** Cutting, stitching, threading, use tools with some control to do so.

**Composite Half Termly End Point:**

**Red:** Explore new and different materials with adult support. Explore cause and effect. Notice similarities.

**Yellow:** Pupil is beginning to use more complex actions e.g. twisting, tearing, folding, turning materials.

**Science**

**Strand: Materials**

**Class Focus: Explore different materials, introduce descriptive words and begin to use them.**

**Books:**

**Christopher Pumpkin, Night of the Moon, Lost and Found.**

**PE**

**Strand:**

*Ball skills*

**MATHS**

**Number set 1**

***To support pupils to develop independence we encourage…***

***To support behaviours in our class you will see the following strategies: positive praise, modelling, planned ignore, calm area, guiding, firm voice.***

**Class:** *Maple*

**Pathway: Semi formal**

**Term***:Autumn*

***In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills;***

**Cognition & Learning**

**Social, Emotional & Mental Health**

**Communication & Interaction**

**Physical & Sensory**

**Developing Independence**

**RSE**

**PSHE**

**Theme:**

**Cultural Celebrations**