

Class: Maple

Pathway: Semi formal

Term: Autumn



Number set 1

DT

Class Focus: Using tool

and exploring different

Strand:

Ball skills

Strand: Textiles

outcomes with

materials.

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

Communication & Interaction

Social.

Emotional &

Mental Health



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

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.

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

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: 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 - Drop a ball and track it when bouncing and chase a ball. Push a ball independently and receive a ball that's is

roll, kick, push.

ENGLIS MATHS

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

Overarching

EHCP

Happy Centred

Schools Driver

Positive

relationships

Developing

Independence

PSHE

Develop communication through interactions, develop vocabulary, Life-Long learning recognise and identify sounds mark Physical & develop use of sentence strips.

Sensory

Cognition &

Learning

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

Strand:

MUSIC

Scien

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

Composite Half Termly End Point: **Red**: Explore different instruments and imitate actions of adult.

Yellow: Create sounds by tapping, shaking, banging, blowing.

Composite Half Termly End Point: Red: Explore new and different materials with adult support. Explore cause and effect. Notice similarities. Yellow: Use words, signs and/or symbols to describe a material. Explore actions upon a material. Categorise according to property.

rolled towards me.

Yellow - Propel a ball in three different ways – such as - throw,

Composite Half Termly End Point:

RSE

Yellow: Understand what everyday objects are used for.

PE

Composite Half Termly End Point:

Red - Observes and show interest as people move

Yellow - Take part in activities involving two or three



To support pupils to have a voice we Red: Tolerate self care routines. will use...

PECs, Makaton

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

MY WORLD

Composite Half Ten

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

End Point: dwareness, on to whetromas familiar adult

RE

Tolerance

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

nsta stapport publis to develop independence we encourage... the feelings of others.

Independence