

Class: Maple
Pathway: Semi formal
Term: Autumn



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



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

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 peps 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.

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.

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 develop independence we encourage...
Independence

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.

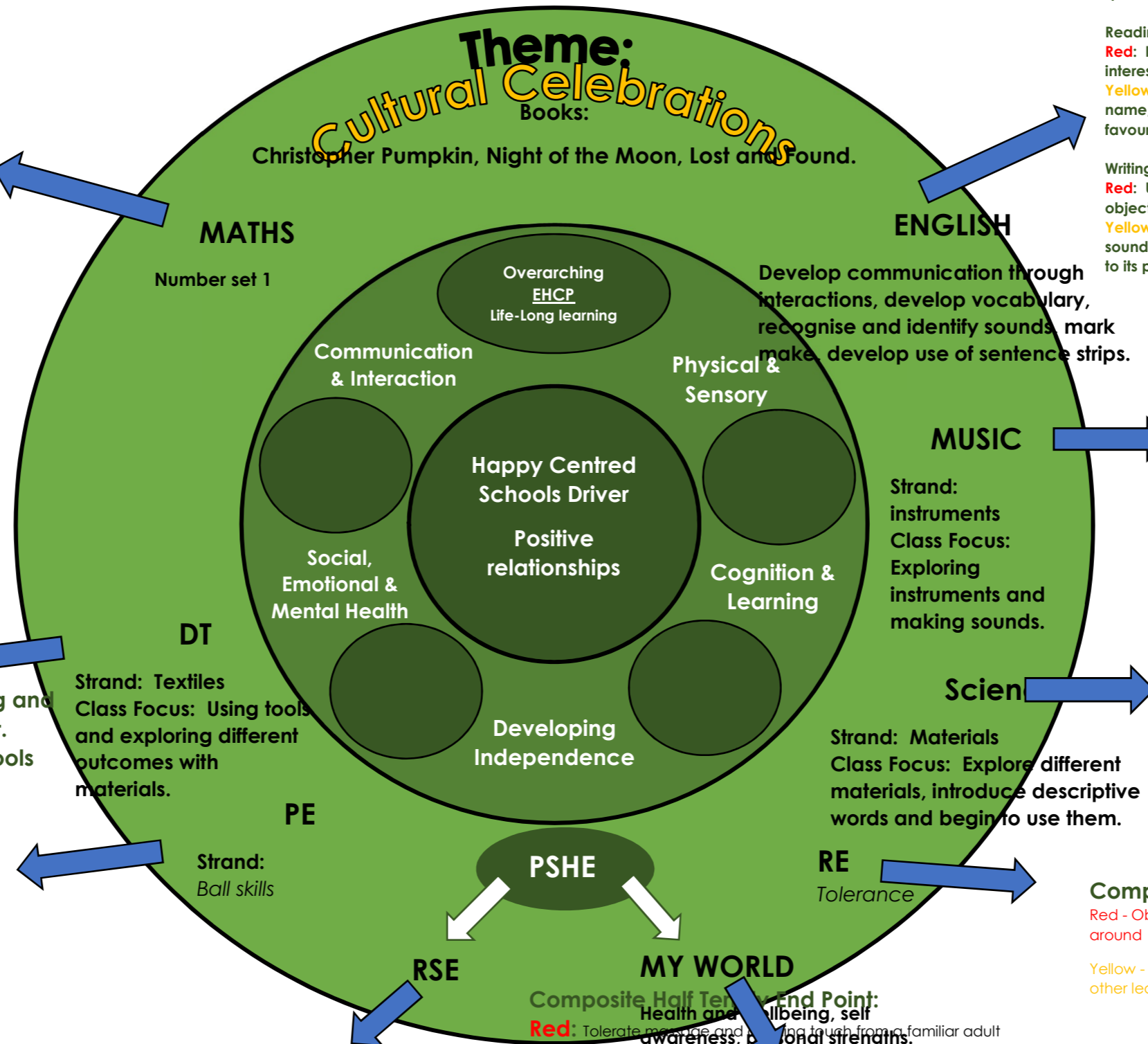
Composite Half Termly End Point:
Red: Cutting, stitching, threading, handling and exploring tools to do this with adult support.
Yellow: Cutting, stitching, threading, use tools with some control to do so.

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 rolled towards me.

Yellow: Propel a ball in three different ways – such as - throw, roll, kick, push.

Composite Half Termly End Point:
Red: Tolerate self care routines.
Yellow: Understand what everyday objects are used for.

Composite Half Termly End Point:
Red: Health and wellbeing, self awareness, personal strengths.
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.



To support pupils to have a voice we will use...
PECs, Makaton