

Class: Oak
Pathway: Semi-formal
Term: Spring 1



To support behaviours in our class you will see the following strategies: Countdowns, PECs, strong routines, modelling of positive behaviours from adults



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills: independent child-initiated mark making, touch counting with correspondence to ten and beyond

Strand 1:
 Half Termly End Point:
Yellow: Pupil makes sets up to 5 on request. Pupil begins to match sets of numerals 0 – 5
Blue: Pupil sequences numerals 0 – 10. Pupil labels sets with numerals 0 – 10
Green: Add single digit numbers in everyday situations. Subtract single digit whole numbers in everyday situations.

Strand 2:
 Half Termly End Point:
Yellow: Compares contrasting weights and describes as "heavy / light / the same". On request makes an object bigger, smaller, longer, and shorter.
Blue: Compares weight of two objects i.e. uses vocabulary heavier, lighter, the same. Begins to order objects by weight using direct comparison.
Green: Describe measures of weight (heavy / light, heavier than / lighter than.) Compare in words between measures of capacity.

Composite Half Termly End Point:
Yellow: Imitate drawing circles and lines. Experiment with a range of painting techniques i.e. splatter painting.
Blue: Create simple representations of people. Look at, identify and describe similarities, differences, patterns, textures and changes.
Green: Draw an object showing some identifiable detail. Experiment with different brushes (including brush strokes) and other painting tools.

Composite Half Termly End Point:
Yellow: Show willingness to try new food textures and tastes. Remember that some actions are important or exciting (e.g. pouring juice.)
Blue: Begin to be interested in textures and tastes of foods. Handles equipment and ingredients safely and with increasing control, e.g. pouring flour.
Green: Select and use basic equipment safely.

Composite Half Termly End Point:
Yellow: Dance to music when the music starts. Use arm movements when dancing.
Blue: Explore basic body actions in dance. Use movement to express feelings.
Green: Copy and repeat movement from a simple motif. Perform some canon and unison actions.

Composite Half Termly End Point:
Yellow: Indicate yes/no to requests to carry out care routines (e.g. hand massage.) Understand what everyday objects are used for (e.g. put a hairbrush to my head.)
Blue: Take responsibility for self-care when washing. Take more independent pride in my appearance.
Green: Name the different body parts of girls and boys. Explain how girls' and boys' bodies are different.

Composite Half Termly End Point:
Yellow: Make the choice to have or do something that makes me happy. Copy faces and expressions during Intensive Interaction.
Blue: Express my own emotions (e.g. sad, happy, cross, scared, worried.) Show awareness of my own feelings and a knowledge that my actions and words can hurt the feelings of others.
Green: Distinguish between my own emotions (e.g. sad, happy, cross, scared, worried.) Communicate what makes me feel sad, happy, cross, scared, worried, anxious.

Communication Half Termly End Point:
Yellow: Communicate in a range of different situations; requesting, greeting, displeasure etc.
Blue: Begin to use 'and' and 'because' in more complex sentences.
Green: Ask and answer questions for specific information.

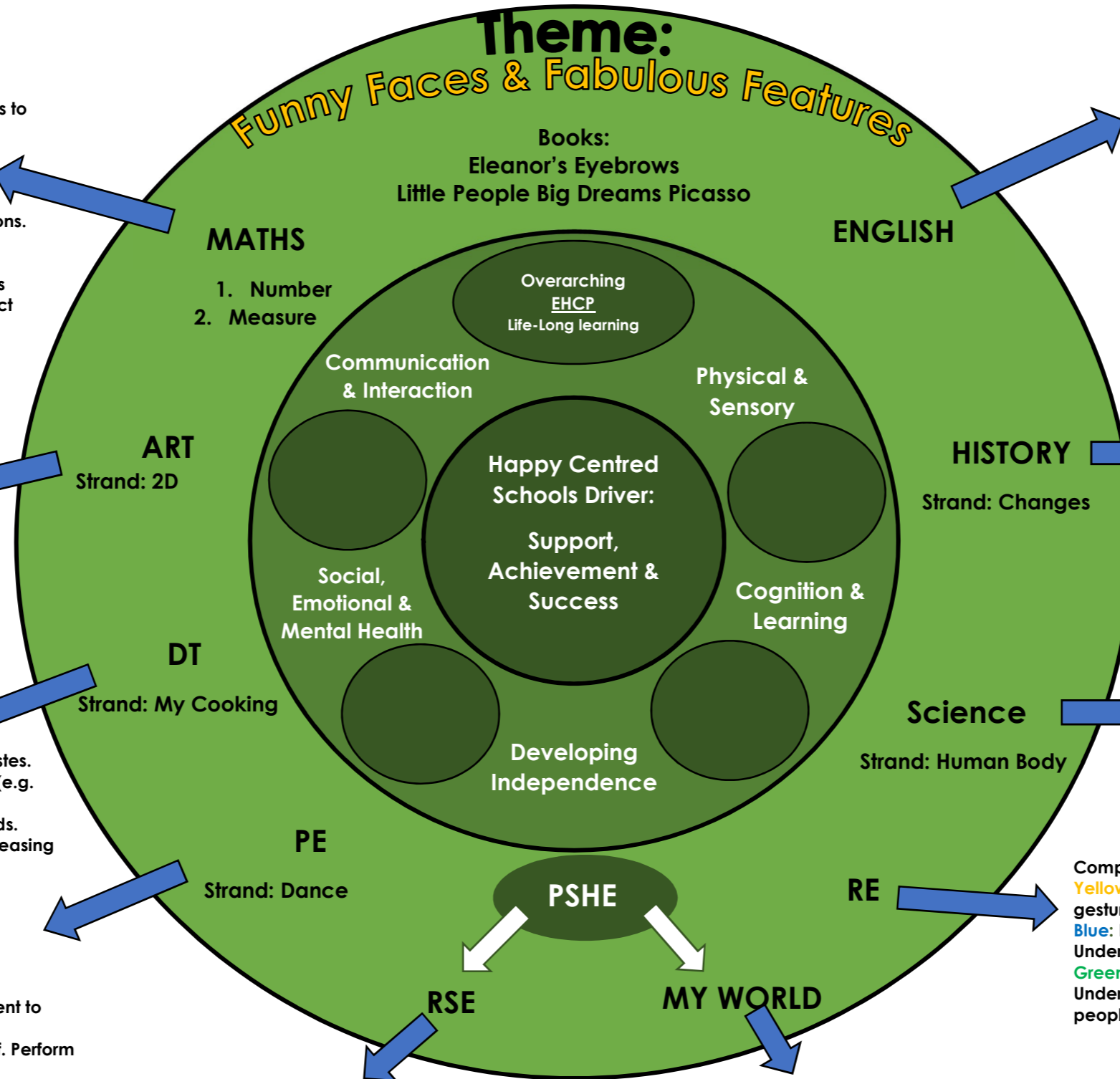
Reading Half Termly End Point:
Yellow: Repeat words or phrases from familiar stories.
Blue: Sequence up to 3 pictures from a story.
Green: Retell a story in sequence.

Writing Half Termly End Point:
Yellow: Make my own marks in or about a piece of work.
Blue: Use writing to add meaning to pictures.
Green: Write speech bubbles next to a picture.

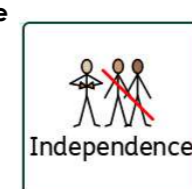
Composite Half Termly End Point:
Yellow: Communicate about myself and people I know using pictures/photo
Blue: Order and sequence familiar events
Green: Organise and sequence events in my own life.

Composite Half Termly End Point:
Yellow: Begin to recognise simple body parts
Blue: Name 5 senses and accurately point to/ identify the main parts of the human body.
Green: Can name and locate parts of the human body including those related to senses.

Composite Half Termly End Point:
Yellow: Use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings.
Blue: Recognise and name the needs and feelings of others. Understand how different people show love and compassion.
Green: Communicate my feelings about what is special to me. Understand how death or loss can affect the emotions of different people.



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



To support pupils to develop independence we encourage...
 Self-dressing, toileting, teeth brushing, hair brushing