

Class: Rowan

Pathway: Informal/
Semi-Formal

Term: Spring



To support behaviours in our class you will see the following strategies:

redirecting, distraction meinoas, modelling and supporting with key words.

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

Reading Half Termly End Point:

Pink: Phonics Respond to someone reading a book, face to me. Listens to the sounds of objects. Attend to the sounds made by others as they read astory **Vocabulary** Make choices. Look at books and pictures with a familiar adult.

Fluency/Comp – Hand a book to a familiar adult for them to read. Want an enjoyable story to continue.

Red: Phonics: Show awareness of sudden sounds. Be attentive to everyday sounds. **Vocabulary:** Share a book with an adult, paying attention to interesting pictures. Respond to familiar rhymes or songs. Identify photographs and pictures. **Fluency/comp** - Begin to have favourite books and looks for them.

Yellow –

Phonics Discriminate between two sounds. Show awareness that letters convey meaning. Match letters and short words. **Vocabulary** Match objects to pictures and symbols. Choose between two symbols.

Fluency/comp - Begin to show curiosity about content at a simple level e.g. may be able to answer basic two-word question 'what's this?'. Repeat words or phrases from familiar stories.

Communication Half Termly End Point:

Pink: Understanding

Begin to recognise, show anticipation and understanding of objects of reference. Begin to understand contextual cues e.g. familiar gestures, words and sounds. **Listening** - Quietens or alerts to the sound of a familiar voice. Listens to familiar sounds, words, or simple rhymes. **Communicating** Spontaneously pick up a PECS card in front of me. Changes facial expression when interacting with an adult.

Red: Understanding

Understand and respond at one-word level, with visual cues or contextual support. Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object.

Listening Actively listen to a sound, when given a cue to listen e.g. 'Fire engine'. Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Respond to a simple request containing one key word.

Communicating - Use single words, signs or symbols for objects. Communicate purposefully using voice, face or body. Relates symbols to 3 objects of reference. Imitate the actions of an adult. Repeat a vocalisation if an adult doesn't understand.

Yellow – Listening - Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes.

Understanding - Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes. Follow an instruction with 2 key words.

Communicating - Communicate in a range of different situations; requesting, greeting, displeasure etc. Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.

Stand 1: Number Set 2

Half Termly End Point:

Pink: Use face or body to react spontaneously to patterns and rhythms: for example sounds, or light on and off. Respond to repeated patterns of sounds; for example, peekaboo, theme tunes or dance board. Track people or objects as they move or make sounds copy actions such as banging on table or clapping begins to be aware that an object still exists when out of sight

Red: Pupil indicates which group contains 'lots' (more than one) With help pupil makes sets with one and with lots of objects. Pupil shows awareness of number names in various scenarios Pupil indicates one object. Pupil shows awareness of number names in various scenarios Pupil indicates one object. Pupil experiences handing over money in payment for something with full adult prompts. Pupil has some understanding that things exist, even when out of sight

Yellow: Pupil begins to organise and categorise objects e.g. putting all the teddy bears together and cars in separate piles. Pupil demonstrates an understanding of the concept of more /less Pupil demonstrates an awareness of none / zero / nothing / nil. Pupil shows awareness of same as/different to e.g. matching coins Pupil knows that things exist, even when out of sight

Composite Half Termly End Point:

Pink: Shows an awareness of food texture. Try a range of food indicating preference.

Red: Explore and experiment with a range of food using my whole body. Accept a variety of textures Explore different foods independently paying attention to what happens next

Yellow: Show willingness to try new food textures and tastes. Remember that some actions are important or exciting (e.g. pouring juice.) Demonstrate use and function of familiar foods.

Composite Half Termly End Point:

Pink: Recognise familiar faces and voices Recognise members of my family and show pleasure at the return of familiar caregiver Demonstrate likes and dislikes for familiar sounds/images **Red:** Observe and show interest as people move around Enjoy pictures and stories about myself, my family and other people Recognise and show interest in familiar environments **Yellow:** Communicate about myself and people Show using pictures/photo

Composite Half Termly End Point:

Pink: Interacts or accepts interaction with familiar adult/peer. Show that I enjoy the company of others. Seek contact with others. **Red:** Interact and makes wants and needs known through gaze, gesture and sign/symbol. Show awareness of self and others' reactions/ Feelings Explore new toys and environments, returning for reassurance (checking in) when needed. Show an interest in toys with buttons, flaps and simple mechanisms and try to operate them. Engage other people to help achieve a goal

Yellow: Seek out adult for support to fulfil wants and needs – e.g. Open the door, reach for something. Begins to recognise and respond to the emotions/expressions of other, e.g. laughs at/with others, smiles when smiled at. Explores objects by linking together different approaches. Seek out others to share experiences. Respond to a few appropriate boundaries with encouragement and support.

Composite Half Termly End Point:

Pink: Move when music starts. Move forward and backwards. Move body parts independently. Anticipate a known movement **Red:** Move to music. Stop and start when the music stops and starts. Play musical statues. Move rhythmically to music. **Yellow:** Dance to music when the music starts. Initiate movements using simple rhythms. Use arm movements when dancing. Move freely and confidently. Move my arms in opposite directions e.g. up and down.

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To support pupils to have a voice we will use...



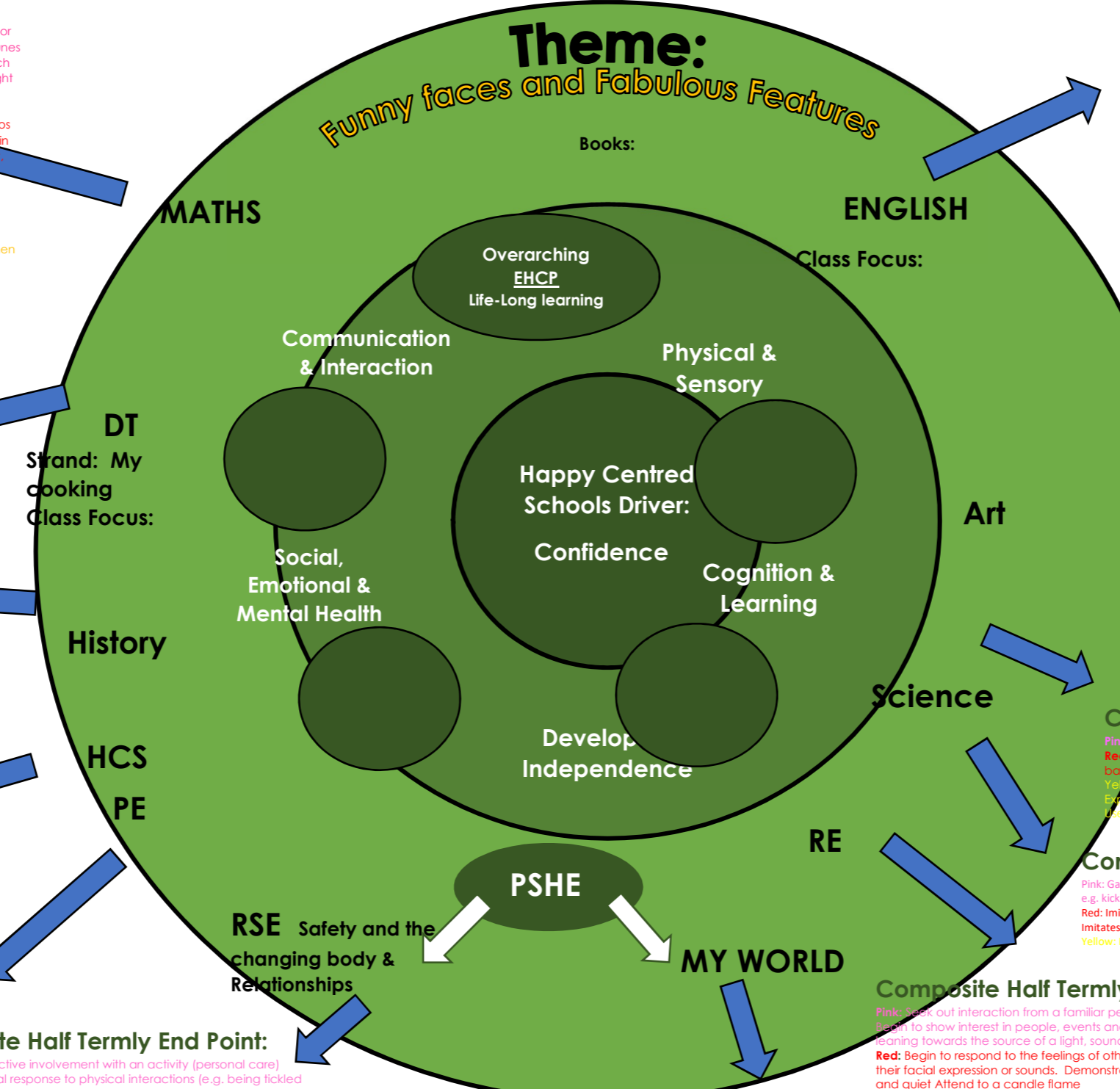
Composite Half Termly End Point:

Pink: Tolerate coactive involvement with an activity (personal care) Show an emotional response to physical interactions (e.g. being tickled Gaze at faces, copying facial movements (e.g. stick out my tongue, open my mouth, widen my eyes.)

Red: Show some understanding of 'yes', 'no' and some boundaries. Tolerate care-giving routines (e.g. personal hygiene) Cooperate with care-giving activities (e.g. dressing.) Take a few turns in a game with support. Accept interaction with another person (e.g. give and receive an object.)

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.) Show an interest in other's play and begin to join in. Tolerate being part of a small group.

Theme: Funny faces and Fabulous Features



Composite Half Termly End Point:

Pink: Consistently show my likes and dislikes for objects, people and experiences. Use my voice, gesture, eye contact and facial expression to show I want an activity to continue and keep their attention. **Red:** Indicate my like or dislike of a presented activity. Recognise my own possessions (e.g. coat, bag.) **Yellow:** Make the choice to have or do something that makes me happy. Copy faces and expressions during Intensive Interaction.

Writing Half Termly End Point:

Pink: Fine Motor, MM Reach for an object leading with one hand. Use my whole hand to hold a mark making tool. **Phonics:** Turn towards a familiar sound. Show awareness of the different sounds made by instruments and noise makers. Pick up a PECS card independently. **Sentence Structure** Understand some contextual cues e.g. bye bye when leaving Writing for Purpose - .Make marks on paper. Turn towards a familiar sound.

Red: Fine Motor, MM - Explore objects intentionally with my hands. Hold a pen, brush or stick in palmer grasp to make marks. Begin to draw lines in vertical or horizontal. **Phonics** - Hold a pen, brush or stick in palmer grasp to make marks. Begin to recognise familiar rhymes. **Sentence Structure** - Scribble and make dots. Travel with a PECS card to an adult or peer. Choose another card if I have given the wrong PECS card – 4 step error. **Writing for a Purpose** - Hold a pen, brush or stick in palmer grasp to make marks. Use gross motor movement to make lines and circles.

Yellow – Fine Motor MM Follow a route using a mark making tool. Make marks resembling letters from my name. Draw lines and circles. Hold a pen, brush or stick in early tripod grasp to make marks. **Phonics** Make clear choices about the marks I use e.g. a combination of lines and circles. Listen to the sounds at the beginning of words and hear the differences between them. Recognise rhyming words. Begin to trace over some lines or simple shapes. **Sentence Structure** - Distinguish between the marks that I make. Add quantities into my PECS sentence. **Writing for Purpose** - Use writing in play. Make my own marks in or about a piece of work.

Composite Half Termly End Point: Sp1

Pink: Repeat actions that have an effect (e.g. making marks.) **Red:** Make deliberate marks using a variety of tools and media on different backgrounds e.g. chalkboard, whiteboard, paper etc. **Yellow:** Imitate drawing circles and lines. Experiment with a range of painting techniques i.e. splatter painting. Use a palmer grasp to begin to make circles and straight lines.

Composite Half Termly End Point:

Pink: Gazes at faces and copies facial movements. Repeats actions that have an effect e.g. kicking/pushing/ throwing and object. **Red:** Imitates and improvises actions they have observed. E.g. mouth movements. Imitates and improvises actions they have observed. E.g. mouth movements. **Yellow:** Pupil will practice across contexts with diminished support

Composite Half Termly End Point:

Pink: Seek out interaction from a familiar person. Begin to show interest in people, events and objects (for example, leaning towards the source of a light, sound or scent) **Red:** Begin to respond to the feelings of others, for example, mimicking their facial expression or sounds. Demonstrate an appreciation of stillness and quiet Attend to a candle flame **Yellow:** Use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings. Engage in moments of reflection.

To support pupils to develop independence we encourage...

