

**Class:** Rowan  
**Pathway:** Informal /Semi-Formal  
**Term:** Autumn 1



To support behaviours in our class you will see the following strategies: now/next, learning first, sensory input, positive reinforcements, visuals



In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills; Turn taking, celebrating achievement and success, independence, exploration, emotional regulation.

**Strand 1: Number**  
**Half Termly End Point:**

**Red:** Pupils interacts with familiar number rhymes and songs  
 Pupil experiences 1:1 correspondence in everyday situations  
 Pupil touches, observes or gazes at objects one at a time as adult counts

**Yellow:** Pupil demonstrates an understanding of 1:1 correspondence in everyday situations

Pupil participates in number activities reciting numbers one to five and may use fingers to identify numbers

Pupil creates sets to three Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins.

**Composite Half Termly End Point:**

**Pink:** Create: cutting- Use hands to pull media apart.  
 Create: cutting Create: stitching & threading Repeat an action that has an effect, e.g. scrunching, pushing. Create: tools Hold an object purposefully given to them.

**Red:**

Create: cutting  
 Use scissors to make snips into soft stationary media.  
Create: stitching & threading- Remember actions and preferences (e.g. sticking media onto background.)  
Create: tools

Handle and explore tools with adult support.

**Yellow:** Create: cutting Use scissors to cut taut fabric at random. Create: stitching & threading  
 Explore media by linking together different approaches such as: threading and sticking

Create: tools

Show control in holding and using equipment and tools.

**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 rolled towards me.

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

I am beginning to negotiate space safely.

I am beginning to take turns with others.



To support pupils to have a voice we will use PECs, communication boards, intensive interaction, opportunities to choose and make preferences

# Theme: Cultural celebrations

Books: Christopher Pumpkin

Night of the moon

**MATHS**

**ENGLISH**

Class Focus:

Overarching EHCP  
 Life-Long learning

Communication & Interaction

Physical & Sensory

Happy Centred Schools Driver

Positive relationships

Social, Emotional & Mental Health

Cognition & Learning

**PE**

**PSHE**

**MY WORLD**

**RSE**

**Science**  
 Strand: materials

**DT**

Strand: Class Focus:  
 Materials – Halloween theme

Strand: Ball skills

**MUSIC**

Strand: Class Focus:

**RE**

Respect and tolerance

Developing Independence

Use preferred method to communicate

Regulation-responding to sensory input

Turn taking, waiting, beginning to expressing emotions.

Accepting learning first ....

**Communication Half Termly End Point:**

**Pink:** Locate a range of sounds with accuracy.

**Red:** Understand and respond to a simple request with gesture.

**Yellow:** Attempt to copy new sounds or words.

**Composite Half Termly End Point:**

**Red:** Explore different instruments spontaneously and independently.

Imitate actions of an adult.

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

**Composite Half Termly End Point:**

**Red:** Observes and show interest as people move around

**Yellow:** Take part in activities involving

**Composite Half Termly End Point:**

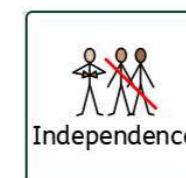
**Red:** Accept the close proximity of another person during an activity. Get the attention of / look to a familiar adult for help. Tolerate massage and calming touch from a familiar adult. Initiate an activity / indicate when I want an activity to stop.

**Yellow:** Approach new activities and experiences with a positive attitude. Ask for help when prompted by a familiar adult.

**Composite Half Termly End Point:**

**Red:** Tolerate care giving routines (e.g. personal hygiene) Tolerate another person in close proximity during an activity (becoming more willing to complete the activity with a familiar person over the course of the weeks). Remember people that I see regularly

**Yellow:** Understand what everyday objects are used for (e.g. put a hairbrush to my head). Respond to a few appropriate boundaries



... To support pupils to develop independence we encourage...Pupils to tolerate help and begin to dress/undress with support, help prepare food and tidy away after each session.