

<p align="center">The rationale underpinning our semi-formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p align="center">The semi-formal EQUALS curriculum pathway reflects the diverse range of needs that many of our learners encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs</p> <p align="center">Students working within the semi-formal curriculum are provided with every opportunity to develop their Functional Literacy and Functional Numeracy skills, with the higher ability pupils having subject-specific lessons in EQUALS Maths, English, Science, IT, PSHCE and RE that are adapted from the National Curriculum</p>						
<p align="center">EQUALS Semi-Formal Curriculum Delivered to: Hazel, Cherry, Chestnut and Beech</p>						
<p>Assessment systems used to demonstrate progress</p>	<p align="center">Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
<p>Key</p>	<p align="center">Autumn Term</p>		<p align="center">Spring Term</p>		<p align="center">Summer Term</p>	
<p>Themed literacy activities</p>	<p align="center">Colour</p>	<p align="center">Festivals</p>	<p align="center">A Long Time Ago</p>	<p align="center">New Life</p>	<p align="center">Fairy Tales</p>	<p align="center">Holidays</p>
<p>My Communication</p>	<p align="center">Narrative storytelling (themed) Activities to support the learning of functional literacy Communication games and activities Interactions (declarative and dynamic), expressive language, following instructions (receptive language) Writing composition, writing transcription, language, comprehension, interpreting text</p>					
<p>The World About Me (including RE focus)</p>	<p>The Weather & Seasons – Autumn/Winter Different types of weather Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Autumn and Winter)</p> <p align="center">Our Community</p>	<p>The Weather & Seasons – Winter/Spring Different types of weather Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Winter and Spring)</p> <p>Change, history and the passing of time How the Egyptians lived a long time ago</p>	<p>The Weather Seasons – Summer Different types of weather Dressing in different types of weather and the effect weather has on the environment, our activities and ourselves Focus on the seasons (Summer)</p> <p align="center">Materials Exploring, identifying and naming everyday materials. Investigating which material would</p>			

		Exploring and investigating the school environment and the local area, including the park and library and the city of Chester RE festival linked to this season (Harvest / Diwali / Hanukkah / Christmas)		RE festival linked to this season (Chinese New Year / Holi / Easter)	be most suitable to use for an umbrella. Sorting objects by their properties. Asking and finding the answers to questions. RE festival linked to this season (Ramadan)
My Independence		<p>My Cooking / Food Technology Health and Safety in the kitchen Making basic foods and drinks linked to topic and festivals Healthy living and healthy eating</p> <p>My Shopping Role play and modelling of how to make a list, use a list and how to exchange money</p> <p>My Dressing & Undressing Getting ready in the mornings Personal hygiene Understanding washing and getting dressed Being safe and private when getting dressed around others Self-help skills – fastenings, zips, buttons etc.</p> <p>My Travel Training To move around the school environment safely</p>			
My Art	My Creativity	Face and everyday objects using line and form	Textiles	Print making	
My Drama		Drama/dance sensory experience linked to colour/festivals	Drama/dance sensory experience linked to a long time ago/new life	Drama/dance sensory experience linked to fairy tales/holidays	
My Dance		Body percussion	African drumming	Food fest	
My Music		Sing and Sign Nativity	Sing and Sign Easter		
My Play and Leisure		Structured play Structured group play Games to develop turn taking Movement through small group games Board games and card games	Free play Free choice play activities Focus on functional play where specific toys used for a specified purpose	Socio-dramatic play Solitary play (theme-related session with items to explore), then parallel play focusing on sharing, turn taking and co-operation Developing imaginative play	
		Arithmetic and Money	Arithmetic and Measure	Arithmetic and Shape	

My Thinking and Problem Solving	Coin recognition, place value, ordering Money – working out how much items cost Using money in practical contexts	Measure – weight, length and capacity Statistics – using and handling data Recognising and identifying numbers	2D and 3D Shape Time Recognising and identifying numbers
	Thinking and problem solving activities ongoing through all units Cognition skills – responding to stimulus, cause and effect, control, joining links, working memory, sequencing and pattern		
My Outdoor School	Exploring, investigating and learning from nature	Exploring, investigating and using materials from outdoor school to create art	Exploring, investigating and experiencing growing plants
My Physical Wellbeing	PE, sport, games and aquatics Sensory diets, small group games, balloon tennis and relaxation Swimming 1 session each week Mental health and wellbeing Circle time and achievements of the day To recognise and value one’s self To recognise and accept similarities and differences	PE, sport, games and aquatics Sensory diets, small group games, football and relaxation Swimming 1 session each week Mental health and wellbeing To relax and regulate emotions To identify different emotions in self and others Sharing with others and finding people with similar interests to yours	PE, sport, games and aquatics Sensory diets, obstacle races, gymnastics and relaxation Swimming 1 session each week Healthy eating and life style To explore and identify healthy and unhealthy food To explore the concept of a healthy life style
	My Physical Wellbeing	PE, sport, games and aquatics Sensory diets, small group games, winter games and relaxation Swimming 1 session each week Mental health and well being Circle time and achievements of the day To recognise and value one’s self To recognise and accept similarities and differences Rebound, sensory diet and nurture sessions throughout the term Zones of regulation, emotions and feelings, celebrating achievements and relaxation	PE, sport, games and aquatics Sensory diets, small group games, gymnastics and relaxation Swimming 1 session each week Mental health and well being To relax and regulate emotions Sharing with others and finding people with similar interests to yours Rebound, sensory diet and nurture sessions throughout the term Zones of regulation, emotions and feelings, celebrating achievements and relaxation
Zones of Regulation	Introduction of the four zones Learning activities designed to teach our learners to recognise their zone at any given	Introduction of the tools These tools include sensory supports, calming techniques, and thinking strategies.	When, why and how to use the tools Learning how to integrate the use of the tools into everyday life.

<p>(Cherry, Chestnut, Beech only)</p>	<p>time, to gain insight into how their behaviour changes, and to recognise how others think and feel about them.</p>		
<p>PSHCE <i>(Jigsaw programme)</i> (Chestnut, Beech only)</p>	<p>BM (Being Me in My World) Who am I and how do I fit?</p> <p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique.</p>	<p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <p>HM (Healthy Me) Being and keeping safe and healthy.</p>	<p>RL (Relationships) Building positive, healthy relationships.</p> <p>CM (Changing Me) Coping positively with change.</p>