

<p style="text-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 style="text-align: center;">The semi-formal EQUALS curriculum pathway reflects the diverse range of needs that many of our learner’s encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs</p> <p style="text-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>						
Semi-Formal Curriculum EQUALS	Autumn Term		Spring Term		Summer Term	
Assessment:	<p>Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
My Communication	<p>Narrative storytelling – ongoing through the year (themed). Individual or small group reading. Sharing and recording weekend news Activities to support the learning of functional literacy (themed) Various communication games and activities – Call and response games (Cookies, Boom-Chicka) Colourful Semantics, PicToys (prepositions) and following instructions</p>					
Call and Response	The 3 little Pigs		Goldilocks		Jack and the Beanstalk	
My English	<p>Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.</p>		<p>Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.</p>		<p>Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.</p>	
The World Around Me	<p>People</p> <p>KS2: People who are important to me, why they are important. Friendships and family. A global community.</p>	<p>Festivals</p> <p>KS2: Diwali: Hindu festival of light. Sharing the story of Rama and Sita.</p>	<p>Festivals</p> <p>KS2: Chinese New Year: Celebrating and looking at the new year festival.</p>	<p>The Seasons: Spring</p> <p>KS2: Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in spring.</p>	<p>A long time ago:</p> <p>KS2: The prehistoric world pupils to have opportunity to study either prehistoric life (such as dinosaurs)</p>	<p>The Seasons: Summer</p> <p>KS2: Summer Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in</p>

						Summer. Different places that you might go, foods that you might eat etc.
	<p>Weather: Reflection on weather as part of the daily routine.</p> <p>Annually: Harvest festival</p>	<p>Weather: Reflection on weather as part of the daily routine.</p> <p>Annually: Bonfire night Remembrance Day</p>	<p>Weather: Reflection on weather as part of the daily routine.</p> <p>Annually: Easter The welcoming of spring- trying new foods, experimenting with colour.</p>	<p>Weather: Reflection on weather as part of the daily routine.</p> <p>Annually: Mother’s Day</p>	<p>Weather: Reflection on weather as part of the daily routine.</p> <p>Annually: Father’s Day</p>	<p>Weather: Reflection on weather as part of the daily routine.</p>
My Independence	<p>KS2: My Cooking Making basic foods and drinks Collecting equipment Dangers in the kitchen Washing up</p> <p>My Shopping Role play and modelling</p> <p>My Dressing & Undressing Develop an understanding of washing and getting dressed</p> <p>My Travel Training To move around the school safely</p>		<p>KS2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters</p> <p>My Shopping Role play and modelling Making and using a list Safer strangers</p> <p>My Dressing & Undressing Dressing for hot and cold weather</p> <p>My Travel Training Spotting hazards in school</p>		<p>KS2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters</p> <p>My Shopping Role play and modelling Exchange money Visit the shops and buy items Recognise who to ask for help</p> <p>My Dressing & Undressing Be safe and private when getting dressed around others</p> <p>My Travel Training Preparing to travel out and about Preparing to travel in cars & minibuses</p>	
	My Creativity	My Art	<p>KS2: Art – Collage - Pattern, texture, and form – copy and continue patterns, identify objects by shape and differing size. Painting – Primary and secondary colour – mixing primary colours.</p>		<p>KS2: Art – Printing – Explorative mark making using pattern and texture – printed rubbings Drawing – Line and space – fine motor movement and mark making.</p>	

	<p>My Drama</p>	<p>KS2:</p> <p>Route 1: Interactive drama games, pretending to use items and describing. Hold stillness whilst their character is in role and develop conversation across the space. Interactive movement and sound games, experimenting with different styles of conversation and body shapes. Individuals experiment with different sounds.</p> <p>Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role. Prescribed drama structures - Aunty Glad/ Cinderella/ Maisy’s Holiday/ Each, Peach, Pear, Plum</p> <p>Route 3: Drama from real-life experiences –non-verbal communication i.e. the camping trip, drama from a story, drama from TV or film</p> <p>Route 4: Storyboarding, improvisation into script, embedding dialogue, creating a new context – interacting with others in their character role.</p>		
	<p>My Music</p>	<p>Harvest and Nativity Songs</p> <p>KS2: Music - Pulse and Rhythmic Patterns - Musical games and singing/ call-and-response. Simple rhythms to familiar songs/ poems, represent using graphic notation.</p> <p>Rhythm – Experience rhythmic patterns – notions of being surrounded by rhythm</p> <p>Rhythm - Copy a simple or complex rhythm – name chanting</p>	<p>Easter Songs</p> <p>KS2: Music – Moods, Pictures, and Soundscapes – Emotions, expressions, and moods. Facial expressions and changing voices. Simple soundscapes.</p> <p>Timbre – Different timbres – soundscapes</p> <p>Tempo – Emotional states through changes in tempo</p> <p>Timbre – Experience timbre between different sounds</p>	<p>KS2: Music - Patterns with Pitch –Listening games. Creating graphic notations – pipe cleaner notation. Listen to and begin to perform rap music, using visuals to support.</p> <p>Dynamics – Dynamic listening – dramatic effect</p> <p>Structure – Three-piece musical structure – Paper Orchestra</p> <p>Pitch – Rap music</p>
<p>My Play and Leisure</p>	<p>Functional Play & Parallel Play</p> <p>Pupils explore objects as they are intended to be used.</p> <p>Toys and games that have a specific purpose: Dolls, cars, tea sets</p> <p>Games: Simon Says, What’s the time Mr Wolf, Musical chairs</p> <p>Develop turn taking, sharing and interaction, following rules</p>	<p>Structured Play</p> <p>Goal orientated play with staff joining in and offering direction.</p> <p>Board games, Structured play boxes, card games, Lego, building, whole class games</p> <p>Develop listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>	<p>Free Play</p> <p>Creative and improvised with no set goal and unlimited possibilities.</p> <p>Variety of activities and resources available; dressing up, sensory resources, messy play, playdoh, outdoor play, food</p> <p>Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences.</p> <p>Socio dramatic & role play</p> <p>Create imaginary worlds, characters, & scenarios, which relate to the real world. Variety of resources to enable pupils to act out scenes e.g., hospital resources</p>	

					Develop social, language, emotional regulation, life skills & model social behaviour.	
Thinking and Problem-Solving Strand	My Creativity Focus	My Creativity Focus	My Independence Focus	My Independence Focus	The World Around Me Focus	The World Around Me Focus
	Memory building and sabotage Show awareness of a simple sequence	Memory building and sabotage Be involved in getting a favourite item from its usual place	Memory building and sabotage Indicate they want help to get their favourite items	Memory building and sabotage To be involved in finding items they need	Memory building and sabotage To be involved in putting items away	Memory building and sabotage Recognising that the thing that I want is broken/not working
My Maths Stage/Level 1	Number Rote counting to 10 and conservation of number.	Number One to one correspondence and stable order to 10	Number Recognising, reading, and writing numerals from 0 to 10	Number Counting on from a number other than 1.	Number Counting backwards from 10 to 0.	Number Compare numbers to 10.
	Weight and Capacity Measuring out ingredients.	2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle).	Measuring Describe and compare large, big, and small.	Money Recognise coins and notes involving numbers to 10.	Handling information and Data Sort and classify objects using a single criterion.	Time Sequencing days, months, and seasons in a year.
My Maths Stage/Level 2	Number Read, write, and order numbers.	Number Counting to 20 items, including 0.	Number Recognising and interpreting the symbols +, - and =.	Number Simple addition to 20	Number Simple subtraction to 20.	Number Counting reliably to 100.
	Weight and Capacity Describing and comparing weight and capacity.	2D and 3D shape Identify and recognise common 2D and 3D shapes.	Measuring Describe and compare size, length, height, weight, and capacity.	Money Recognise coins and notes involving numbers to 20.	Handling information and Data Read numerical information from lists.	Time Telling the time to o'clock and half past
My Outdoor School	Focus: Orienteering	Focus: Creativity	Focus: Wilderness explorers	Focus: Environmental awareness	Focus: Making a fire	Focus: Using tools and problem solving
	KS2: Promote free exploration and investigation. Use positional language.	KS2: Mini- beasts within the forest school area.	KS2: Erect a lean to shelter with support.	KS2: The seasonal change- Spring- What is happening?	KS2: Be safe around a fire.	KS2: Introduction to basic knots.

<p>My Physical Wellbeing</p>	<p>PE: Invasion games & territory games - Football. Developing kicking skills. Mini Netball- Passing and receiving (chest pass, shoulder pass, one/two handed passing).</p> <p>Aquatics: Water safety. Travel under a hoop/rope to submerge body- emerging. I know how to enter and exit the pool safely with prompts- emerging.</p>		<p>PE: Gymnastics – Gymnastics Performing. Striking and field games - Mini cricket- throwing and catching.</p> <p>Aquatics: Submerging/breathing control. Travel under hoop/rope to submerge body- developing. I know how to enter and exit the pool safely with prompts- developing.</p>		<p>PE: Net and ball games – Over the net games Target games – Tri golf</p> <p>Aquatics: Water fun and games. Travel under hoop/rope to submerge body- secure. I know how to enter and exit the pool safely with prompts- secure.</p>	
<p>PSHCE</p>	<p>Being me in my world</p> <p>KS2: Recognise and know my own name. Show and communicate about my favourite toy or activity. Identify and share how I am feeling. Talk about our class rules and how we can be a good friend. Looking after our classroom.</p>	<p>Celebrating differences</p> <p>KS2: Recognising what we are good at and that we are good at different things. Begin to recognise that families are all different. Explore different types of home. I can say No if I do not want to do something.</p>	<p>Dreams and goals</p> <p>KS2: I can try something new, not giving up if I don't succeed first time. Discuss things that might take time to learn. Set a relevant goal (e.g. I want to learn to build a wall of Lego or do a Jigsaw) I know who I can ask for help if I need to. I can work well with a small group. I can celebrate my own success and the success of my friends.</p>	<p>Healthy me</p> <p>KS2: Try different exercises and start to recognise healthy snacks. Identify which exercise activities I like to do. Make a healthy food choice (sandwich, fruit salad, healthy pitta pizza etc.) I recognise the things that I do to get ready for bedtime. Recognise when my face or teeth are dirty and be involved in cleaning myself.</p>	<p>Relationships</p> <p>KS2: I recognise and name the people in my family and begin to say what jobs they do at home. Who are your friends and why do you like them? Look at kind and unkind words. I can say how to be a kind friend.</p>	<p>Changing me</p> <p>KS2: I can name parts of my body. I can tell you what I can do and what foods I like to eat. I know that I have grown from a baby and that I will get bigger. I can share what I have loved about being in my class. I can say what I think will be good on my new class.</p>
<p>Zones Of Regulation</p>	<p>Understanding different perspectives</p>	<p>Awareness of how others perceive them in the different zones.</p>	<p>Behaviours can change and affects others.</p>	<p>Reflect on the positive and negative impacts of regulating their zone.</p>	<p>Social behaviour map.</p>	<p>Cartooning zones</p>