

<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:	Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i>					
My Communication	Narrative storytelling – ongoing through the year (themed) Activities to support the learning of functional literacy (themed) Various communication games and activities Attention Autism (Bucket Therapy), Colourful Semantics, PicToys (prepositions) and following instructions					
Call and Response	The 3 little Pigs		Goldilocks		Jack and the Beanstalk	
The World Around Me	<p style="text-align: center;">People</p> <p>KS1: People who help us, people who are important to me. Looking at family and friends, the people who help me at school.</p> <p>KS2: People who are important to me, why they are important. Friendships and family. A global community.</p>	<p style="text-align: center;">Festivals</p> <p>KS1: Christianity - The Christmas story. Sharing the Nativity. Role play opportunities. Christmas crafts. Small world.</p> <p>KS2: Diwali: Hindu festival of light. Sharing the story of Rama and Sita.</p>	<p style="text-align: center;">Festivals</p> <p>KS1: Holi - The Hindu festival of Holi (the festival of colour).</p> <p>KS2: Chinese New Year: Celebrating and looking at the new year festival.</p>	<p style="text-align: center;">The Seasons: Spring</p> <p>KS1: Identifying changes in Spring, Spring animals. Sharing stories relating to Spring related dressing up and role play.</p> <p>KS2: Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in spring.</p>	<p style="text-align: center;">A long time ago:</p> <p>KS1: Dinosaurs! Small world play, making dinosaur print, digging for dinosaurs.</p> <p>KS2: The prehistoric world pupils to have opportunity to study either prehistoric life (such as dinosaurs)</p>	<p style="text-align: center;">The Seasons: Summer</p> <p>KS1: Identifying changes in Summer, summer animals. Sharing stories relating to Summer related dressing up and role play.</p> <p>KS2: Summer Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in Summer. Different places that you might go, foods that you might eat etc.</p>

	<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>
	<p>KS1&2: My Cooking Making basic foods and drinks Collecting equipment Dangers in the kitchen Washing up My Shopping Role play and modelling My Dressing & Undressing Develop an understanding of washing and getting dressed My Travel Training To move around the school safely</p>		<p>KS1 & 2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters My Shopping Role play and modelling Making and using a list Safer strangers My Dressing & Undressing Dressing for hot and cold weather My Travel Training Spotting hazards in school</p>		<p>KS1 & 2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters My Shopping Role play and modelling Exchange money Visit the shops and buy items Recognise who to ask for help My Dressing & Undressing Be safe and private when getting dressed around others My Travel Training Preparing to travel out and about Preparing to travel in cars & minibuses</p>	
My Creativity	My Art	<p>KS1: Collage - Pattern, texture and form – Patterns using variety of objects and materials. Faces and everyday objects using line and form –differing artists who use food and junk. Painting – Colour, tone and pattern – Primary and secondary colour. Sorting, selecting and describing. 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>KS1: Art - Printing – Explorative mark making using pattern and texture – simple printing. Mono-printing using pattern and line. Drawing – Line and space – Mark making and the use of hands and feet to create line and space. Digital media – Line, colour and pattern KS2: Art – Printing – Explorative mark making using pattern and texture – printed rubbings Drawing – Line and space – fine motor movement and mark making.</p>		<p>KS1: Art - Textiles – Weaving – using differing materials and media to push and pull through holes or spaces to create a tactile surface. Sculpture – Form and space – 2D and 3D shapes. Form, shape and pattern – 3D sculpture KS2: Art – Textiles – Weaving – The process of using differing materials to push, pull, poke in and out, over and under to create a woven effect. Sculpture – form and space – Various 3D shapes.</p>
	My Drama	<p>KS1 & KS2: Route 1: Interactive drama games, sensory experiences, developing a sense of play by modelling excitement. Engage with real items and respond to sensory aspects, using items for their real purpose. Interactive movement and sound games, copying gestures and experimenting with body shapes.</p>				

		<p>Route 2: Make-believe and sensory make-believe, beginning to engage in rituals, joining in with songs and sensory exploration, teacher-led rehearsed improvisation i.e. bowing to a king. Responding to teacher in role. Taking part in a series of experiences: Funfair 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>My Music</p>	<p>Harvest and Nativity Songs</p> <p>KS1: Music - Pulse, music and movement -Percussion instruments and body percussion. Making ‘pulse’ paintings with various objects. Performing familiar songs and creating simple sequences.</p> <p>Rhythm - Heartbeat as rhythm/scarf dancing</p> <p>Tempo – Reacting to changes in tempo. Listening, moving and dancing.</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>KS1: Exploring sounds and character- Examine different characters and emotions, telling a familiar story with short sound sequences.</p> <p>Timbre – Explore relationship between event and sound – story time with sound effects</p> <p>Texture –Soundboard Sensory Stories/ telling stories through music</p> <p>Dynamics – Variations in sound including quiet</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>KS1: Music- Identifying and describing pitch- sounds created by instruments and voices, describing pitch - identifying and copying simple pitch patterns. Create simple graphic notation to compose simple sound effects to accompany sections of a familiar story.</p> <p>Pitch – Listen to voices with a wide range</p> <p>Pitch – Variation of pitch – high and low sounds</p> <p>Pitch – Changes in pitch – moving to the pitch</p> <p>Timbre – Experience different musical 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>KS1 & KS2: Functional Play & Parallel Play Pupils explore objects as they are intended to be used.</p> <p>Toys and games that have a specific purpose: Dolls, cars, tea sets Games: Simon Says, What’s the time Mr Wolf, Musical chairs</p> <p>Develop turn taking, sharing and interaction, following rules</p>	<p>KS1 & KS2: Structured Play 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>KS1 & KS2: Free Play Creative and improvised with no set goal and unlimited possibilities. 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 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	
My Thinking and Problem Solving KS1	My Creativity Focus Anticipate the beginning of a task Number songs/Jigsaws	My Creativity Focus Anticipate the end of a task Counting by rote from 1 to 10/Matching (Colours, shapes, numbers etc.)	My Independence Focus Imitate others in pretend play Building and sizes (simple comparisons using large, big and small) /Recognise 2D shapes	My Independence Focus Anticipate and join in with games/activities with concept prompt Noticing changes in quantity – Identifying the same and different. /Comparing size: Larger, bigger, smaller.	World Around Me Focus Play with items functionally Numbers in nature/Positional vocabulary (prepositions)	World Around Me Focus Recognise familiar equipment Counting and numbers in the environment – One to one correspondence. /Patterns
	My Creativity Focus Memory building and sabotage Show awareness of a simple sequence Stage 1 - Number Rote counting to 10 and conservation of number. Weight and Capacity Measuring out ingredients. Stage 2 - Number Read, write and order numbers. Weight and Capacity	My Creativity Focus Memory building and sabotage Be involved in getting a favourite item from its usual place Stage 1 - Number One to one correspondence and stable order to 10 2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle). Stage 2 - Number Counting upto 20 items, including 0.	My Independence Focus Memory building and sabotage Indicate they want help to get their favourite items Stage 1 - Number Recognising, reading and writing numerals from 0 to 10 Measuring Describe and compare large, big and small. Stage 2 - Number Recognising and interpreting the symbols +, - and =. Measuring	My Independence Focus Memory building and sabotage To be involved in finding items they need Stage 1 - Number Counting on from a number other than 1. Money Recognise coins and notes involving numbers to 10. Stage 2 - Number Simple addition to 20 Money	The World Around Me Focus Memory building and sabotage To be involved in putting items away Stage 1 - Number Counting backwards from 10 to 0. Handling information and Data Sort and classify objects using a single criterion. Stage 2 - Number Simple subtraction to 20.	The World Around Me Focus Memory building and sabotage Recognising that the thing that I want is broken/not working Stage 1 - Number Compare numbers to 10. Time Sequencing days, months and seasons in a year. Stage 2 - Number Counting reliably to 100. Time Telling the time to o'clock and half past

	Describing and comparing weight and capacity.	2D and 3D shape Identify and recognise common 2D and 3D shapes.	Describe and compare size, length, height, weight and capacity.	Recognise coins and notes involving numbers to 20.	Handling information and Data Read numerical information from lists.	
My Outdoor School	Focus: Orienteering KS1: Promote free exploration and investigation. KS2: Promote free exploration and investigation Use positional language.	Focus: Creativity KS1: Art and craft linked to winter and natural animals and plants found in winter. KS2: Mini- beasts within the forest school area.	Focus: Wilderness explorers KS1: Introduction of basic shelter building with support. KS2: Erect a lean to shelter with support.	Focus: Environmental awareness KS1: To explore the outdoor school environment using all my senses. To experience seasonal and weather changes. Promotion of independent learning opportunities/skills. Plant bulbs and watch them grow. Spring walk search for butterflies. KS2: The seasonal change- Spring- what is happening.	Focus: Making a fire KS1: Observe and talk about fire lighting procedures, begin to contribute by selecting fuel. KS2: Be safe around a fire.	Focus: Using tools and problem solving KS1: Introduction to tools such as trowels and forks. KS2: Introduction to basic knots.
My Physical Wellbeing	KS1: Invasion games - fundamental skills. Large ball games and kicking skill. KS2: Invasion games & territory games - Football. Developing kicking skills. Mini Netball- Passing and receiving (chest pass, shoulder pass, one/two handed passing). Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.	KS1: Gymnastics - Fundamental skills. Exploring different body movements- stability skills. Striking and field games - fundamentals skills of bat and ball games. Hand and eye co-ordination- manipulative skills. KS2: Gymnastics – Gymnastics Performing. Striking and field games - Mini cricket- throwing and catching. Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To	KS1: Athletics – fundamental skills. Mini sports- locomotor fundamental skills. Outdoor adventures - locomotor fundamental skills (Bikes). KS2: Net and ball games – Over the net games Target games – Tri golf Sensory circuits to develop vestibular and proprioceptive stimulation with some support. To develop motor sensory processing, balance and timing with some support. To organise their body, plan their approach and do more than one thing at a time in a sequential order with some support. To develop proprioceptive or deep pressure stimulation to remain calm with some support.			

	<p>Bikes: To steer and turn while gliding using a 3- wheel bike- Emerging. Learn to ride a bike with pedals using a 3- wheel bike- Emerging.</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>develop proprioceptive or deep pressure stimulation to remain calm with some support.</p> <p>Bikes: To steer and turn while gliding using a 3- wheel bike- developing. Learn to ride a bike with pedals using a 3- wheel bike- developing.</p> <p>Aquatics: Submerging/breathing control. Travel under a hoop/rope to submerge body-developing. I know how to enter and exit the pool safely with prompts- developing.</p>		<p>Bikes: To steer and turn while gliding using a 3- wheel bike- secure. Learn to ride a bike with pedals using a 3- wheel bike- Secure.</p> <p>Aquatics: Water fun and games. Travel under a 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 KS1: I am me, I can share, I can work alongside others, I have kind hands. I begin to notice my feelings. 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 KS1: I can share what I like to do. I recognise my own family. I can recognise my type of home. I have friends that I like to play with 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 don't want to do something.</p>	<p>Dreams and goals KS1: Doing something new. Set up new activities for pupils to try, celebrate their successes. Share stories, such as the hare and the tortoise. Match pupils to their favourite toys/ activities. Work together on a challenge. 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</p>	<p>Healthy me KS1: I can tolerate: my face being wiped, by teeth being brushed. I join in with wake and shake/ physical activities. I will try healthy snacks. I know what I need to go to sleep. 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</p>	<p>Relationships KS1: I can show and tell people about my immediate family. I can listen about my friends' families. I can play and share with different people. I can say who my friends are. I can stay calm if someone has upset me. 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 KS1: My body: I join in with body action songs and begin to point to different parts of my body. I can show you what my body can do. I can try some new foods. I can grow something! I am excited for moving to my new class. 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>

			and the success of my friends.	and be involved in cleaning myself.		
Zones Of Regulation	<p>KS1: Different emotions. Pupils become familiar with the concept of the zones.</p> <p>KS2: Understanding different perspectives</p>	<p>KS1: Different emotions Students increase emotions vocabulary.</p> <p>KS2: Awareness of how others perceive them in the different zones.</p>	<p>KS1: Develop increased recognition of facial expressions.</p> <p>KS2: Behaviours can change and affects others.</p>	<p>KS1: Match emotion to colour – introduce the blue and green zone.</p> <p>KS2: Reflect on the positive and negative impacts of regulating their zone.</p>	<p>KS1: Introduce the yellow zone.</p> <p>KS2: Social behaviour map.</p>	<p>KS1: Introduce the red zone.</p> <p>KS2: Cartooning zones</p>