

**The rationale underpinning our semi-formal curriculum:
the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND**

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

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

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> Progress in reading will be monitored with Salford Sentence Reading Test and will be measured in September and June.		
My Communication	Narrative storytelling – ongoing through the year (themed). Individual or small group reading. Sharing and recording weekend news using individualised means of communication (AAC, Makaton, Verbal, Chatmats) Activities to support the learning of functional literacy (themed). Daily phonics sessions (Read, Write, Inc or See and Learn) tailored to individual needs. Various communication games and activities Colourful Semantics, PicToys, following instructions, Blank Level Language Questioning Attention Autism (Bucket Therapy)		
Call and Response	The 3 Little Pigs	Goldilocks	Jack and the Beanstalk
My English	Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning, Colourful Semantics and comprehension.	Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning, Colourful Semantics and comprehension.	Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics and comprehension.

<p>The World Around Me</p>	<p>People</p> <p>People who help us, people who are important to me. Looking at family and friends, the people who help me at school.</p> <p>Festival focus: Harvest Harvest craft, Harvest songs and developing a basic understanding of why the Harvest festival is celebrated.</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>Festivals</p> <p>Diwali: Hindu festival of light. Sharing the story of Rama and Sita, experiencing food and resources related to the festival.</p> <p>Christmas: The Nativity story. Christmas songs and crafts.</p> <p>Weather: Reflection on weather as part of the daily routine.</p> <p>Remembrance Day</p>	<p>Festivals</p> <p>Chinese New Year: Celebrating and looking at the new year festival, sharing the story of the animals, trying Chinese food etc.</p> <p>Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories.</p> <p>Easter: The welcoming of spring- trying new foods, experimenting with colour. The Easter Story.</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>The Seasons: Spring</p> <p>Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in spring.</p> <p>Weather: Reflection on weather as part of the daily routine.</p> <p>Mother’s Day</p>	<p>A long time ago:</p> <p>The prehistoric world Or Ancient Egypt Choosing from above, pupils to have opportunity to study either prehistoric life (such as dinosaurs) or life in Ancient Egypt.</p> <p>Weather: Reflection on weather as part of the daily routine.</p> <p>Father’s Day</p>	<p>The Seasons: Summer</p> <p>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>My Independence</p>	<p>My Cooking Making basic foods and drinks. Focus on spreading technique and increasing independence with making toast. Collecting equipment Dangers in the kitchen Washing up</p> <p>My Shopping Role play and modelling. Developing an understanding of exchange of coins for an item.</p> <p>My dressing and undressing</p>	<p>My Cooking Recognising ingredients from a visual list. Weighing ingredients, support tailored to individual needs. Using equipment with support, safely e.g., knives graters</p> <p>My Shopping Role play and modelling. Making and using a list Safer strangers.</p> <p>My dressing and undressing Dressing for hot and cold weather</p>	<p>My Shopping Recognising ingredients Weighing ingredients with increasing independence. Using equipment safely with increasing independence 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 and undressing</p>			

		<p>Develop an understanding of washing and getting dressed. Independence with this is encouraged cross-curricular and learners are given opportunities in Outdoor Learning and Swimming lessons.</p> <p>My Travel Training To move around the school safely and increase independence around this.</p> <p>*discussion around road safety and travelling on the bus safely during our visit to SPACE*</p>	<p>My Travel Training Spotting hazards in school</p> <p>*discussion around road safety and travelling on the bus safely during our visit to SPACE*</p>	<p>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> <p>*discussion around road safety and travelling on the bus safely during our visit to SPACE*</p>
		<p>Collage: Pattern, texture, and form Copy and continuing patterns and identifying objects by shape and differing size.</p> <p>Painting: Primary and secondary colour mixing primary colours and free colour exploration.</p>	<p>Printing: Explorative mark making using pattern and texture Printed rubbings using different textures and materials.</p> <p>Drawing: Line and space Fine motor movement and mark making.</p>	<p>Textiles: Weaving The process of using differing materials to push, pull, poke in and out, over, and under to create a woven effect.</p> <p>Sculpture: form and space Creating various 3D shapes.</p>
My Creativity	My Art	<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.</p>		
	My Music	<p>Harvest and Nativity Songs</p> <p>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</p> <p><i>Adapted Sparkyard Music curriculum.</i></p>	<p>Easter Songs</p> <p>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><i>Adapted Sparkyard Music curriculum.</i></p>	<p>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><i>Adapted Sparkyard Music curriculum.</i></p>
My Play and Leisure		<p>Functional Play & Parallel Play Pupils explore objects as they are intended to be used.</p>	<p>Structured Play Goal orientated play with staff joining in and offering direction.</p>	<p>Free Play Creative and improvised with no set goal and unlimited possibilities.</p>

EQUALS – Semi-Formal Long Term Plan – Chestnut (2023-24)

	<p>Toys and games that have a specific purpose: Dolls, cars, tea sets Games: Simon Says, What’s the time Mr Wolf, Musical chairs Develop turn taking, sharing and interaction, following rules</p>		<p>Board games, Structured play boxes, card games, Lego, building, whole class games Develop listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>		<p>Variety of activities and resources available; dressing up, sensory resources, messy play, playdoh, outdoor play, food 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> <p>Develop social, language, emotional regulation, life skills & model social behaviour.</p>	
Thinking and Problem-Solving Strand	<p>My Creativity Focus Memory building and sabotage Show awareness of a simple sequence</p>	<p>My Creativity Focus Memory building and sabotage Be involved in getting a favourite item from its usual place</p>	<p>My Independence Focus Memory building and sabotage Indicate they want help to get their favourite items</p>	<p>My Independence Focus Memory building and sabotage To be involved in finding items they need</p>	<p>The World Around Me Focus Memory building and sabotage To be involved in putting items away</p>	<p>The World Around Me Focus Memory building and sabotage Recognising that the thing that I want is broken/not working</p>
	<p>Number Rote counting to 10 and conservation of number. Weight and Capacity Measuring out ingredients.</p>	<p>Number One to one correspondence and stable order to 10 2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle).</p>	<p>Number Recognising, reading, and writing numerals from 0 to 10 Measuring Describe and compare large, big, and small.</p>	<p>Number Counting on from a number other than 1. Money Recognise coins and notes involving numbers to 10.</p>	<p>Number Counting backwards from 10 to 0. Handling information and Data Sort and classify objects using a single criterion.</p>	<p>Number Compare numbers to 10. Time Sequencing days, months, and seasons in a year.</p>
My Maths Stage/Level 2	<p>Number Read, write, and order numbers. Weight and Capacity</p>	<p>Number Counting to 20 items, including 0. 2D and 3D shape</p>	<p>Number Recognising and interpreting the symbols +, - and =. Measuring</p>	<p>Number Simple addition to 20 Money Recognise coins and notes involving numbers to 20.</p>	<p>Number Simple subtraction to 20. Handling information and Data Read numerical information from lists.</p>	<p>Number Counting reliably to 100. Time Telling the time to o’clock and half past</p>

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	Describing and comparing weight and capacity.	Identify and recognise common 2D and 3D shapes.	Describe and compare size, length, height, weight, and capacity.			
My Outdoor School	<p>Focus: Orienteering</p> <p>KS2: Promote free exploration and investigation.</p> <p>Use positional language.</p>	<p>Focus: Creativity</p> <p>KS2: Mini- beasts within the forest school area.</p>	<p>Focus: Wilderness explorers</p> <p>KS2: Erect a lean to shelter with support.</p>	<p>Focus: Environmental awareness</p> <p>KS2: The seasonal change- Spring- What is happening?</p>	<p>Focus: Making a fire</p> <p>KS2: Be safe around a fire.</p>	<p>Focus: Using tools and problem solving</p> <p>KS2: Introduction to basic knots.</p>
My Physical Wellbeing	<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>	
PSHCE	<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 do not 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>

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Zones Of Regulation	Understanding different perspectives	Awareness of how others perceive them in the different zones.	Behaviours can change and affects others.	Reflect on the positive and negative impacts of regulating their zone.	Social behaviour map.	Cartooning zones
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