

<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 learners 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 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 (EFL) for capturing and recording progress made against EHCP Learning Outcomes</i>					
My Communication Narrative	Narrative storytelling –Fictional/non-fictional					
Call and Response	A Christmas Carol The Grinch		Red Riding Hood: The Wolf’s Story		Sleeping Beauty	
Semi-formal Accreditation KS4 ASDAN Personal Progress	Literacy for the Future Form filling and Personal Details This is Me and Personal Statements Group Discussions and Debate		Creating an Interest Poetry, Plays and Songs Books including Traditional Tales Films, Radio, T.V. and Theatre		Sharing Information Letters and Postcards People and Events Collecting and using information including surveys and opinions	
The World Around Me	People and professionals- Looking at a range of different professions and roles Weather Reflection on weather across the whole year	Festivals- Christianity: The Christmas story Bonfire night Remembrance Day	Festivals Holi and Easter Sharing new foods/ explore colour/ sharing stories	Spring Identify changes in Spring Opportunities for Taking photos of the changes Mother’s Day: positive women	A long time ago Choice from Vikings/Romans/Victorians Father’s Day: positive men	Summer Identify summer changes Fair/beach/holidays
My Independence	My Cooking & food tech Health and Safety in the kitchen Kitchen cleaning products		My Cooking & food tech Prepare basic food and drinks Organise themselves for cookery Weighing and measuring		My Cooking & food tech Healthy living and healthy eating Eatwell plate Problem solving	

		<p>Recognising basic cookery skills using equipment safety</p> <p>My Shopping</p> <p>Preparing to go shopping What do I take with me?</p> <p>Role play and modelling of how to make a list, use a list and how to exchange money</p> <p>Personal, social & health</p> <p>Develop an understanding of personal hygiene</p> <p>My Travel Training</p> <p>To move around the school safely</p>	<p>Simple recipes Food groups</p> <p>My Shopping</p> <p>Identify shops and products How to exchange money Identify a safe stranger Online shopping</p> <p>Personal, social & health</p> <p>Develop an understanding of getting dressed</p> <p>My Travel Training</p> <p>To develop an understanding of being safe when out and about</p>	<p>Use the oven and hob</p> <p>My Shopping</p> <p>Shopping in the community Recognise coins and exchange money Identify a safe place Consider budgeting</p> <p>Personal, social & health</p> <p>Personal care</p> <p>My Travel Training</p> <p>Develop an understanding of the world Road safety Using crossings Visit local places</p>
		<p>My Art</p> <p>KS3- Collage- pattern texture and form 2D/3D shapes and forms using collage/facial collages</p> <p>Painting- colour tone and pattern Primary and secondary colours/black and white/colour wheels/colour exploration</p> <p>Christmas show</p> <p>Arts award Discover part A Discover - An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar. Participation in arts activities. An understanding of how art forms connect to their own lives.</p>	<p>KS3- printing exploration mark making using patterns and texture/tie dye</p> <p>Drawing- line and space/mark making</p> <p>Arts Award Discover- Part B: Find Out - Knowledge of at least one artist and their work</p>	<p>KS3- Textiles Weaving</p> <p>Sculpture- form and shape</p> <p>Digital media photography</p> <p>Dorin’s got talent</p> <p>Arts Award Discover - Part C: Share - What they enjoyed and learnt throughout the award. How they shared their experience with others</p>
My Music	My Creativity	<p>Playing together in rhythmic structures- guitar/keyboards</p>	<p>Grouping and classifying musical instruments Classical music</p>	<p>Exploring melodies and song structure- pop and dance music</p>
My Drama		<p>Route 1- interactive drama games Route 2- make believe and sensory make believe Route 3- drama from real life</p>		
My Play and Leisure		<p>Free/unstructured play</p> <ul style="list-style-type: none"> Food play 	<p>Structured Play</p> <ul style="list-style-type: none"> Board games 	<p>Socio dramatic play & role play</p>

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

	<ul style="list-style-type: none"> • Messy play, sand & water, paint • Sensory play – homemade musical instruments, sensory bin • Exploration play – Forest School <p>Abilities– creativity, resilience, imagination, problem solving. Stimulate the senses and help pupils make sense of the world, choice and preference</p>	<ul style="list-style-type: none"> • Structured play boxes <ul style="list-style-type: none"> • Card games • Puzzles • Jigsaws <p>Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>	<p>out scenes, imaginary situations, pretend play e.g. create a hospital</p> <p>Parallel play share a table to build with blocks</p> <p>Outdoor games</p> <p>Abilities: emotional regulation. life skills, model social behaviour</p> <p>Balance, motor skills, independence</p>			
<p>My Thinking and Problem Solving x 3 lessons My Maths x 1 lesson</p>	<p>Money-</p> <p>Choose equipment to match activity</p>	<p>Time</p> <p>Put items away in their usual place with prompt</p>	<p>Number</p> <p>Shape</p> <p>Recognises an activity from a small part of it</p>	<p>Time</p> <p>Link together different stages of a known activity</p>	<p>Measure</p> <p>Position and Direction Using appropriate positional vocabulary to describe position.</p> <p>Indicate what comes next in a familiar sequence</p>	<p>Time</p> <p>Money-</p> <p>Carry out a simple routine remembering some steps</p>
<p>My Outdoor Learning</p>	<p>Orienteering Describe a location and features/using a map</p>	<p>Creativity Investigating different plants/flowers</p>	<p>Wilderness explorers Explore and build shelters</p>	<p>Environmental awareness Changes in seasons including weather</p>	<p>Making a fire Pillow fairy</p>	<p>Using tools and problem solving Basic tools-hammer etc.</p>
<p>My PE</p>	<p>Invasion/territory games</p> <p>Football-kicking skills</p>	<p>Invasion/territory games</p> <p>Netball-throwing skills</p>	<p>Gymnastics</p> <p>Creating and performing a routine</p>	<p>Field games Cricket, rounders Batting skills developing hand and eye co-ordination and control of movement</p>	<p>Athletics Running races – bean bags race/egg & spoon race/relay</p> <p>Balloon tennis/bat & racquet games</p>	<p>Target games</p> <p>Tri-Golf / Sports Day practice</p>

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My PSHCE (Taken from Jigsaw SOW)	Being in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
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