

<p><b>The rationale underpinning our semi-formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</b></p> <p><b>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</b></p> <p><b>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</b></p>						
<b>Assessment:</b>	<p>Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning (EFL) for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
<b>Semi-Formal</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Curriculum EQUALS</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>My Communication</b>	<b>Sharing and Recording Weekend News</b>					
<b>My English</b>	<b>The Jungle Book</b>	<b>A Christmas Carol</b>	<b>Stone Age Boy</b>	<b>Treasure Island</b>	<b>Journey to J'Burg</b>	<b>The Tempest</b>
<b>The World Around Me</b>	<p><b>The Seasons: Autumn</b> Identifying changes in Autumn, autumn animals. Sharing stories relating to Autumn Art work and taking photos related to changes in the environment. Identifying personal events in the Autumn (back to school, Halloween, Bonfire night etc)</p> <p><b>Weather:</b> <i>Reflection on weather as part of the daily routine.</i></p>	<p><b>Festivals:</b> Hannukah: Judaism- What is Hanukkah? Why and how do Jewish people celebrate Hanukkah. Sample the foods and play the games. Share the story of Hannukah.</p> <p><b>Annually:</b> <i>The Christmas Story Remembrance Day</i></p> <p><b>Weather:</b> <i>Reflection on weather as part of the daily routine.</i></p>	<p><b>The seasons: Winter</b> Identifying changes in Winter: Weather Identifying cold weather/ winter animals. Ice and snow. Opportunities for taking photos related to changes in the environment. Identifying personal events in the Winter (Christmas, New Year, Chinese New Year, Valentines etc)</p>	<p><b>Water:</b> Changing states of Water. Exploring uses for water in different states and the water cycle: Opportunities to link with sciences and materials: exploring waterproof materials.</p> <p><b>Annually:</b> <i>Mother's Day: Positive Females Role models</i></p>	<p><b>Festivals:</b> Ramadan/ Eid What is Ramadan? Sharing Ramadan/ Eid stories, music, food. Holding an Eid party.  Summer events</p> <p><b>Annually:</b> <i>Father's Day: Positive male role models</i></p> <p><b>Weather:</b> <i>Reflection on weather as part of the daily routine.</i></p>	<p><b>Life cycles of plants:</b> What do plants need to grow and thrive? Do all plants need the same things and grow in the same way? Plant a variety of different, fast growing plants and experiment growing them in different ways, with and without light, in soil, in cotton wool, outside, inside etc.</p> <p><b>Weather:</b> <i>Reflection on weather as part of the daily routine.</i></p>

Semi-Formal Long-Term Plan – Lime (2024-25)

			<p><b>Annually:</b> Easter</p> <p><b>Weather:</b> Reflection on weather as part of the daily routine.</p>	<p><b>Weather:</b> Reflection on weather as part of the daily routine.</p>		
<b>My Independence</b>	<p><b>My Cooking &amp; Food Technology</b> Prepare simple snacks &amp; drinks Use equipment safely Food labels</p> <p><b>My Shopping</b> Shopping in the community Recognise signs, logo and information Compare prices &amp; quality</p> <p><b>Home Management</b> Cleaning routines Health &amp; safety in the home Product storage &amp; safe use</p>	<p><b>My Cooking &amp; Food Technology</b> Practical cookery Special diets Food storage</p> <p><b>My Shopping</b> Understand the rules and laws regarding shops Plan a visit Make informed choices</p> <p><b>Home Management</b> Laundry Using the washing machine Care instructions Looking after clothes</p>	<p><b>My Cooking &amp; Food Technology</b> Practical cookery Adapting recipes Foods from around the world</p> <p><b>My Shopping</b> Shopping in a variety of locations Problem solve Be safe &amp; ask for help</p> <p><b>Home Management</b> Recycling &amp; waste disposal</p>			
<b>Arts Award</b>	Students will work through Sections A, B and C of the Arts Award Discover throughout the year.					
<b>My Play and Leisure</b>	Participating in a variety of organised leisure activities such as quizzes, bingo, gaming, pamper, etc.					
<b>My Maths</b>	<p><b>Number</b> Count, read, write, order and compare numbers to 100.</p> <p><b>Money</b> Recognise, order and understand value of coins and notes in the real world. Calculate money with pence up to £1.</p>	<p><b>Number</b> Recognise odd and even numbers up to 100.</p> <p><b>Time</b> Know that there are 60 seconds in 1 minute and 60 minutes in 1 hour. Quarter past and to.</p>	<p><b>Number</b> Add two numbers which total to 100.</p> <p><b>Shape</b> Recognise and name 2D and 3D shapes including pentagon, hexagon, cylinder, cuboid, pyramid and sphere.</p>	<p><b>Number</b> Understand multiplication as repeated addition.</p> <p><b>Measuring</b> Describe, compare and measure size, length, height, weight and capacity.</p>	<p><b>Number</b> Subtract one- and two-digit numbers from numbers up to 100.</p> <p><b>Weight and Capacity</b> Use measures of capacity, including millilitres and litres</p> <p><b>Number</b> Understand division as repeated subtraction. Recognise and interpret +, -, x, ÷ and = appropriately.</p>	<p><b>Number</b> Understand division as repeated subtraction. Recognise and interpret +, -, x, ÷ and = appropriately.</p> <p><b>Handling Information and Data</b> Extract information from lists, tables, diagrams and bar charts. Make numerical</p>

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					<b>Handling Information and Data</b> Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts.	comparisons from bar charts.
<b>ICT/Computing</b>	Algorithms and Coding (including Discovery Education)	Word Processing Software	Digital Literacy & Internet Safety	Using the internet	The future of ICT, Robotics and AI	Film Production
<b>My Outdoor Learning</b>	<b>Focus: wilderness explorers</b> Create a shelter using tarps	<b>Focus: using tools and problem solving.</b> Introduction to more sophisticated use of knots for attaching to structures and trees.	<b>Focus: creativity</b> Investigating different trees.	<b>Focus: making a fire</b> Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle.	<b>Focus: environmental awareness</b> Identify and classify animal's insects found in the forest school.	<b>Focus: Orienteering</b> Recognise landmarks and human and physical features in the forest school, school area.
<b>My PE</b>	<b>Invasion games</b> Hockey- hitting and passing.	<b>Target games</b> Curling and Boccia-training to train (see boccia guidance).	Gymnastics- level 4	<b>Net and ball games</b> Table cricket and Cricket	<b>Athletics-</b> running, jumping and throwing level 2.	<b>Orienteering- Orange level:</b> not all on paths, and longer again.
<b>My PSHCE (Taken from Jigsaw SOW)</b>	Being in my World		Dreams and Goals		Relationships	
	Celebrating Difference		Healthy Me		Changing Me	
<b>Zones of Regulation</b>	<b>Caution! Triggers ahead!</b> I am more successful if I stay in the green zone.	<b>Caution! Triggers ahead!</b> Triggers that put me in the yellow zone.	<b>Caution! Triggers ahead!</b> Triggers that put me in the red zone.	<b>Caution! Triggers ahead!</b> How can I avoid my triggers	<b>Caution! Triggers ahead!</b> How can I avoid my triggers	<b>Caution! Triggers ahead!</b> Check in