

**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 learners 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 that are adapted from the National Curriculum

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>					
Semi Formal Curriculum EQUALS	Autumn Term		Spring Term		Summer Term	
My Communication/ Call and Response	Narrative storytelling –Fictional/Non fictional texts. Jungle Book A Christmas Carol The Tempest					
My English	The Jungle Book	A Christmas Carol	The BFG	Stone Age Boy	Journey to Johannesburg	The Tempest
The World Around Me	<p style="text-align: center;">Autumn</p> <p>Identifying changes in Autumn, animals/ hibernation. Sharing stories relating to Autumn, artwork and changes in the environment. Identifying events in Autumn (back to school, Halloween, Bonfire night etc)</p> <p style="text-align: center;"><i>Weather: Reflection on weather as part of the daily routine.</i></p>	<p style="text-align: center;">Festivals: 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 style="text-align: center;">Annually: The Christmas story Remembrance Day</p> <p style="text-align: center;"><i>Weather</i></p>	<p style="text-align: center;">The seasons: Winter</p> <p>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 style="text-align: center;">Annually: Easter</p>	<p style="text-align: center;">Water:</p> <p>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 style="text-align: center;">Annually: Mother's Day: Positive Female Role models</p> <p style="text-align: center;"><i>Weather:</i></p>	<p style="text-align: center;">Festivals: Ramadan/ Eid What is Ramadan? Sharing Ramadan/ Eid stories, music, food. Holding an Eid party.</p> <p style="text-align: center;">Summer events Annually: Father's Day: Positive male role models</p> <p style="text-align: center;"><i>Weather: Reflection on weather as part of the daily routine</i></p>	<p style="text-align: center;">Life cycles of plants:</p> <p>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 style="text-align: center;"><i>Weather: Reflection on weather as part of the daily routine.</i></p>

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

		<i>Reflection on weather as part of the daily routine.</i>	<i>Weather: Reflection on weather as part of the daily routine.</i>	<i>Reflection on weather as part of the daily routine.</i>	
My Independence		<p>My Cooking & food tech Health and Safety in the kitchen Kitchen cleaning products Basic cookery skills using equipment safety</p> <p>My Shopping Preparing to go shopping What do I take with me? Role play and modelling of how to make a list, use a list and how to exchange money Safe strangers</p> <p>Personal, social & health Develop an understanding of personal hygiene</p> <p>My Travel Training To move around the school safely</p>	<p>My Cooking & food tech Prepare basic food and drinks Organise themselves for cookery Weighing and measuring Simple recipes Food groups</p> <p>My Shopping Identify shops and products How to exchange money</p> <p>Personal, social & health Develop an understanding of getting dressed</p> <p>My Travel Training To develop an understanding of being safe when out and about</p>	<p>My Cooking & food tech Healthy living and healthy eating Problem solving Use the oven and hob</p> <p>My Shopping Shopping in the community Recognise coins and exchange money.</p> <p>Personal, social & health Personal care</p> <p>My Travel Training Develop an understanding of the world Road safety Using crossings Visit local places</p>	
My Art	My Creativity	<p>Art- Collage – Using colour. Negative and positive shape and space – coloured collage, layering, positive and negative spaces.</p> <p>Digital media – line, colour and pattern – creatively using digital media</p> <p>Painting – tonal exploration – process of variation of tone.</p>	<p>Art - Printing– printing using pattern and line – various printing techniques.</p> <p>Drawing – Line, shape and tone – tone and line</p>	<p>Art - Textiles – Texture and pattern – recreating patterns and / or textures.</p> <p>Sculpture – Form, shape and pattern – 3D sculpture.</p>	
My Music		<p>Music - <i>Playing together and rhythmic structures.</i></p>	<p>Music – <i>Grouping and Classifying Musical Instruments – Classical Music</i></p>	<p>Music – <i>Exploring melodies and song structures- Pop and Dance Music</i></p>	
My Drama		<p>Storyhouse works closely alongside different classes half termly, completing various workshops, led by the creative learning Practitioner. Pupils develop techniques such as storytelling, action and speech. Further opportunities are given throughout the year in conjunction with Storyhouse.</p> <p>Drama – Mime and role play – act out, using mime to tell the story. Mime everyday activities and play guessing games. Use props to enhance mime and storytelling. Role play different jobs and tasks. Role play family life and being with friends.</p> <p>Explorer- Drama – Movement and gesture – use signing and movement to reinforce a piece of drama or an emotion. Based on class text or a topic of interest.</p>			
My Play and Leisure		<p>Free/unstructured play</p> <ul style="list-style-type: none"> Messy play, sand & water, paint Sensory play – homemade musical instruments, sensory bin Exploration play – Forest School 	<p>Structured Play</p> <ul style="list-style-type: none"> Board games Structured play boxes Card games Puzzles Jigsaws 	<p>Socio dramatic play & role play out scenes, imaginary situations, pretend play e.g., create a hospital</p> <p>Parallel play share a table to build with blocks</p>	

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	Abilities– creativity, resilience, imagination, problem solving. Stimulate the senses and help pupils make sense of the world, choice and preference		Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation tolerance		Outdoor games Abilities: emotional regulation. life skills, model social behaviour Balance, motor skills, independence	
My Maths x 3 lessons	<p>Number Read, write, recognise, order and compare numbers up to and beyond 1,000.</p> <p>Money Recognise relative value of coins and notes. Use decimal notation for money.</p> <p>Ask an adult for help to find an item not in its usual place</p>	<p>Number Read, write, recognise and order numbers up to and beyond 1000.</p> <p>Time Know the sequence of the day/ night. Read analogue and digital time.</p> <p>Recognise there is not enough items for everyone</p>	<p>Number Add numbers/ amounts.</p> <p>Shape Describe properties of shapes through numbers of sides, corners, edges, faces and bases.</p> <p>Recognise items don't work and how we can fix it</p>	<p>Number Read, write, recognise and order numbers up to 1000.</p> <p>Measuring Use and compare millimetres, centimetres.</p> <p>I can search for an item not in its usual place</p>	<p>Number Take away numbers/ amounts</p> <p>Weight and Capacity Use and compare grams and kilograms, millilitres and litres.</p> <p>Choose and gather equipment for a familiar activity</p>	<p>Number Read, write recognise and order numbers up to 1000.</p> <p>Position and Direction Use appropriate positional vocabulary, including the four compass points.</p> <p>Use tools and equipment appropriately</p>
My Outdoor Learning	Focus: Orienteering Describe the location of features and routes on a map.	Focus: creativity Investigating different plants/ flowers.	Focus: wilderness explorers Make a lean-to shelter with limited support.	Focus: environmental awareness Discuss changes across the seasons including the weather.	Focus: making a fire Light a piece of cotton wool (fairy pillow).	Focus: using tools and problem solving. Continued development of basic tools, hammer and bow saw.
My PE	Invasion games Hockey – hitting and passing Rebound	Target games Curling and Boccia Rebound	Gymnastics Mirroring and partner work to create a simple gymnastic routing using 3 different movements on and off the apparatus. Rebound	Net and ball games Rebound	Athletics Rebound	Orienteering Rebound
My PSHCE (Taken from Jigsaw SOW)	Being Me in My World: I understand who is in my school community, the	Celebrating Difference:	Dreams and Goals: I understand that sometimes hopes and	Healthy Me: I recognise how different friendship	Relationships: I can recognise situations which can cause jealousy	Changing me:

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	<p>roles they play and how I fit in</p> <p>I understand that my actions affect myself and others; I care about other people's feelings</p> <p>I understand how groups come together to make decisions</p>	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I can identify what is special about me and value the ways in which I am unique</p>	<p>dreams do not come true and that this can hurt</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>groups are formed, how I fit into them and the friends I value the most</p> <p>I understand the facts about smoking and drinking alcohol and its effects on health, and also some of the reasons some people start to smoke and drink</p> <p>I can recognise when people are putting me under pressure</p>	<p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I recognise that babies are made by the joining of a sperm and an egg.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>
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