

<p align="center"><b>The rationale underpinning our Semi-Formal curriculum:</b>  <b>the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</b></p> <p align="center"><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 align="center"><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, PSHCE and RE that are adapted from the National Curriculum</b></p>			
<b>Assessment:</b>	<p align="center">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.</p>		
<b>Semi-Formal Curriculum EQUALS</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>My Communication</b>	<p align="center">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)</p>		
<b>Call and Response</b>	Cinderella	Stories from Around the World – Dis is Grama Alfabet, Dr Who	Sea Shanties
<b>My English</b>	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.

The World Around Me		<b>The Seasons:</b> Autumn Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in Autumn. Different places that you might go, foods that you might eat etc.	<b>Festivals:</b> Bodhi: A Buddhist celebration of the enlightenment of Buddha.  Hanukkah: Jewish festival of light sharing the Hanukkah story and traditions.	<b>The seasons:</b> Winter Seasonal changes, in the weather/ climate, plant growth, activities that people might do, what animals are doing in Winter. Different places that you might go, foods that you might eat etc.	<b>Festivals:</b> Ramadan/ Eid The Islamic festival of Ramadan and celebration of Eid-al-Fitr What happens during Ramadan? How do Muslims celebrate Eid	<b>Water:</b> Ponds, lakes and Rivers.  Life in and around ponds and rivers including animals and plant life. Why rivers lakes and ponds are important.	<b>Life cycles:</b> Butterflies/ frogs/ seeds.  Exploring different life cycles, their similarities and differences. Growing and caring for plants, identifying their needs.
		Harvest Festival  Weather Reflection on weather as part of the daily routine.	Remembrance Day The Christmas story  Weather Reflection on weather as part of the daily routine.	Easter  Weather Reflection on weather as part of the daily routine.	Mother's Day  Weather Reflection on weather as part of the daily routine.	Father's Day  Weather Reflection on weather as part of the daily routine.	Weather Reflection on weather as part of the daily routine.
My Independence		<b>My Cooking</b> Making foods and drinks Health and safety <b>My Shopping</b> Role play and modelling Visit shops Exchanging money Simple change Packing the shopping <b>My Dressing &amp; Undressing</b> Personal hygiene Keeping yourself clean <b>My Travel Training</b> Preparing to travel out and about Safety with strangers Safety when using bikes and scooters		<b>My Cooking</b> Weighing & measuring Storing food safely eg fridge, freezer <b>My Shopping</b> Role play and modelling Visit shops Finding the cost <b>My Dressing &amp; Undressing</b> Personal hygiene Recognising products <b>My Travel Training</b> Develop an understanding of being safe with strangers Road safety – crossing the road, safe walking, hazards on the pavement Stop look listen & think		<b>My Cooking</b> Healthy living and healthy eating Recognise ingredients <b>My Shopping</b> Role play and modelling Visit the shops and buy items Self-serve or cashier payments <b>My Dressing &amp; Undressing</b> Appropriate clothing Personal hygiene - teeth <b>My Travel Training</b> Understanding of being safe when out and about Road safety – using different crossings	
		Collage - Faces and everyday objects using line and form – different artists who use wider imagination to create images of faces. Painting – Colour exploration – colour and tone		Printing – Mono-printing using pattern and line – positive and negative printing. Drawing– Line, shape and tone – line and shape		Textiles – Texture and pattern – Patterns and textures that are all around us. Sculpture – form, shape and pattern – 3D sculpture	
My Creativity	My Art						

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	<b>My Drama</b>	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. Route 2: Make-believe and sensory make-believe, becoming familiar with the routine of lessons and engaging with props. Interacting with teacher in role. Prescribed drama structures - Aunty Glad/ Cinderella/ Maisy’s Holiday/ Each, Peach, Pear, Plum				
	<b>My Music</b>	<b>Harvest and Nativity Songs</b>  <i>Pulse and Rhythmic Patterns</i> – (build on previous learning) <b>Rhythm 7 – Explore musical interactions and relate these to a communicative experience – copying back</b> <b>Rhythm 2- Explore changes in rhythm</b>  <i>Adapted Sparkyard Music curriculum.</i>	<b>Easter Songs</b>  <i>Moods, Pictures and Soundscapes</i> – (build on previous learning) <b>Timbre 2 – Different timbres of instruments –more complex soundscapes</b> <b>Tempo 3 – Explore different states of tempo</b> <b>Timbre 3 – Explore how differences in timbre may be made</b>  <i>Adapted Sparkyard Music curriculum.</i>	<i>Patterns with Pitch</i> – (build on previous learning). Create and perform a rap. <b>Dynamics 1 – The Art of listening</b> <b>Structure 4 – Sectional two- and three-piece structural counterpoint.</b> <b>Pitch 1 –Creating a rap</b>  <i>Adapted Sparkyard Music curriculum.</i>		
<b>My Play and Leisure</b>	<b>Functional Play &amp; Parallel Play</b>  Pupils explore objects as they are intended to be used. 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	<b>Structured Play</b>  Goal orientated play with staff joining in and offering direction. Board games, Structured play boxes, card games, Lego, building, whole class games Develop listening skills, turn taking, following rules, fine motor skills, cooperation tolerance	<b>Free Play</b>  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 Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences.  <b>Socio dramatic &amp; role play</b> 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  Develop social, language, emotional regulation, life skills & model social behaviour.			
	<b>Thinking and Problem-Solving Strand</b>	<b>My Creativity Focus</b>  Indicate a response to ‘do you need help?’	<b>My Creativity Focus</b>  Ask for help with a simple problem	<b>My Independence Focus</b> Persist if a problem is not solved	<b>My Independence Focus</b> Find new ways of using objects	<b>The World Around Me Focus</b> Add new things to familiar activities

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<b>My Maths Stage/Level 1</b>	<b>Number</b> Cardinality (counting objects and knowing the last number counted is the total)	<b>Number</b> Understanding 0 and knowing value of numerals to 10.	<b>Number</b> Subitising and counting up to 10 items reliably, including zero.	<b>Number</b> Simple whole number addition to 10.	<b>Number</b> Simple whole number subtraction to 10.	<b>Number</b> Order and compare numbers to 10. Ordinal numbers from 1 <sup>st</sup> to 10 <sup>th</sup> .
	<b>Weight and Capacity</b> Measuring out ingredients.  Compare differences in weight using heavier / lighter.	<b>2D and 3D shape</b> Recognise basic 2D and 3D shapes (circle, triangle, square, rectangle, cube, sphere, cuboid)	<b>Measuring</b> Describe and compare long, short and tall	<b>Money</b> Exchanging coins / notes for items to 10p / £10.  Writing / Recognising coins and notes when the correct symbols are used up to 10.	<b>Position and Direction</b> Understand and use simple positional language.	<b>Time</b> Understand parts of a day; morning, afternoon, evening, night. Understand concept of yesterday, today, tomorrow.
<b>My Maths Stage/Level 2</b>	<b>Number</b> Read, write, order and compare numbers to 100.	<b>Number</b> Counting using ordinal numbers.	<b>Number</b> Recognise odd and even numbers to 100.	<b>Number</b> Addition of numbers beyond 20.	<b>Number</b> Subtraction of numbers beyond 20.	<b>Number</b> Order and compare numbers to 100. Ordinal numbers up to 100 <sup>th</sup> .
	<b>Weight and Capacity</b> Describe and compare measures of weight and capacity.	<b>2D and 3D shape</b> Recognise and describe basic 2D and 3D shapes (circle, triangle, square, rectangle, cube, sphere, cuboid)	<b>Measuring</b> Describe and compare measures of items including size, length, width and height.	<b>Money</b> Exchanging coins / notes for items to 20p / £20.  Writing / Recognising coins and notes when the correct symbols are used up to 10.	<b>Position and Direction</b> Use positional vocabulary to describe position and direction.	<b>Time</b> Read 12 hour digital and analogue clocks to quarter to and quarter past.
<b>My Outdoor School</b>	<b>Focus: wilderness explorers</b> Independent use of tripod structures (animal den building)	<b>Focus: using tools and problem solving.</b> Introduction to the use of hammers.	<b>Focus: creativity</b> Mini- beasts within the forest school area in spring.	<b>Focus: making a fire</b> Contribute to fire lighting by gathering fuel	<b>Focus: environmental awareness</b> Animal habitats in the forest school.	<b>Focus: Orienteering</b> Use simple compass directions (North, South, East and West).
<b>My Physical Wellbeing</b>	<b>Invasion games</b> Mini hockey- agility and balance	<b>Target games</b> Curling and Boccia- learning to play and practice (see boccia guidance)	<b>Gymnastics</b> Gym minis	<b>Net and ball games</b> Cosmic Yoga Bat and ball games	<b>Athletics</b> Mini-athletics- throwing focus- level 1	<b>Outdoor adventures-</b> Bikes Mini treasure hunts Using large play equipment

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	Aquatics: Push and glide on the front with arms extended and log roll onto the back.	Aquatics: Push and glide on the front with arms extended and log roll onto the back.	Aquatics: Push and glide on the back with arms extended and log roll onto the back.	Aquatics: Push and glide on the back with arms extended and log roll onto the back.	Aquatics: Swim 10 metres with 3 strokes. To perform a tuck roll and return on the back.	Aquatics: Swim 15 metres with 3 strokes. To perform a tuck roll and return on the back.
<b>PSHCE</b>	<b>Being me in my world:</b>  I feel safe and special in my class and say what is special about me. Create and follow class rules, with my class mates. I can identify when my friends have done something well and celebrate success. I can recognise how my actions might affect others. I accept consequences to my choices.	<b>Celebrating differences:</b>  I can identify similarities and differences between me and my peers. I find ways to include others in play and learning. I recognise when someone is being unkind and how to get help. Look at kind and unkind words and how they make people feel.	<b>Dreams and Goals:</b>  I can set myself a simple goal and suggest steps to meet this goal. I can work with a partner to meet a simple goal. I can try a new activity before asking for help. I can tell you how I felt when I succeeded in a new activity. I can suggest ways that we can celebrate our successes.	<b>Healthy Me:</b>  I begin to recognise some of the differences between being healthy and unhealthy. I am beginning to make healthy choices for myself. I can contribute to keeping myself clean and communicate ways that I stay clean. I begin to understand how to cross the road safely.	<b>Relationships:</b>  Identify my own family and understand that there are different types of family. Identify features of a good friend, giving simple descriptions of my friend. Exploring different types of greeting. I recognise my 'safe adults' within school and who can help me.	<b>Changing me:</b>  I am beginning to understand life cycles. I can say some things that have changed about me since I was a baby. I can say how my body has changed since I was a baby. I begin to recognise that boys and girls are different. I can say how my life has changed since I was a baby.
<b>Zones Of Regulation</b>	<b>Me in my Zones</b> How do I look and feel in each zone?	<b>Me in my Zones</b> Body signs for each zone.	<b>Me in my Zones</b> Adjust interactions with someone depending on person's zone	<b>Me in my Zones</b> In different situations/environments complete 'me in my zone'	<b>Me in my Zones</b> Videos of me in my zones	<b>How do I feel?</b> How do I feel?