

<p 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 align="center">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</p> <p 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, PSHCE and RE that are adapted from the National Curriculum</p>			
Semi-Formal Curriculum EQUALS	Autumn Term	Spring Term	Summer Term
Assessment:	<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>		
My Communication	<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) and writing about weekend news through Colourful Semantics 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 – Call and response games (Cookies, Boom-Chicka) PicToys, following instructions, Blank Level Language Questioning Attention Autism (Bucket Therapy)</p>		
Call and Response	Hansel and Gretel	Stories from Around the World – Anansi story and Seruhsee	Snow White
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.

EQUALS Semi-Formal Long-Term Plan – Chestnut (2025-26)

The World Around Me	<u>Weather:</u> Extreme weather, flooding, tie in with Noah	<u>Festivals:</u> Christmas Food for festivals: Looking at food for different Christian countries and what they make in the run up to and during the Christmas period.	<u>The Weather:</u> Study of the Arctic/ Antarctic. The animals and people of the polar regions, hoe they have adapted to their environment.	<u>Life cycles:</u> Butterflies, frogs, chicks and humans. Exploring different lifecycles, their similarities and differences.	<u>People in history:</u> The Romans (local history) How the Roman people lived. What life was like in Roman times. How the Romans changed Chester.	<u>Water-Under the sea</u> Life forms that live under the sea. The different ocean zones. Why the ocean is important.
	<u>Annually:</u> Harvest Festival	<u>Annually:</u> Remembrance Day The Christmas story	<u>Annually:</u> Easter	<u>Annually:</u> Mother's Day	<u>Annually:</u> Father's Day	
	<u>Weather:</u> Reflection on weather as part of the daily routine.	<u>Weather:</u> Reflection on weather as part of the daily routine.	<u>Weather:</u> Reflection on weather as part of the daily routine.	<u>Weather:</u> Reflection on weather as part of the daily routine.	<u>Weather:</u> Reflection on weather as part of the daily routine.	<u>Weather:</u> Reflection on weather as part of the daily routine.
My Independence	<u>My Cooking</u> Making foods and drinks Health and safety		<u>My Cooking</u> Weighing & measuring Storing food safely eg fridge, freezer		<u>My Cooking</u> Healthy living and healthy eating Recognise ingredients	
	<u>My Shopping</u> Role play and modelling Visit shops Exchanging money Simple change Packing the shopping		<u>My Shopping</u> Role play and modelling Visit shops Finding the cost		<u>My Shopping</u> Role play and modelling Visit shops and buy items Self-serve or cashier payments	
	<u>My Dressing & Undressing</u> Personal hygiene Keeping yourself clean		<u>My Dressing & Undressing</u> Personal hygiene Recognising products		<u>My Dressing & Undressing</u> Appropriate clothing Personal hygiene – teeth	
	<u>My Travel Training</u> Preparing to travel out and about Safety with strangers Safety when using bikes and scooters		<u>My Travel Training</u> Develop an understanding of being safe with strangers Road safety – crossing the road, safe walking, hazards on the pavement Stop look listen & think		<u>My Travel Training</u> Understanding of being safe when out and about Road safety – using different crossings	

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My Creativity	My Art	Art - Collage (3) – Using colour. Negative and positive shape and space – coloured collage, layering and positive and negative spaces. Digital media (2) – Photography – photomontage – surrealism – surrealist invention and free form Painting (3) – tonal exploration – tonal painting through the varied use of water - Use different brushes/ tools to create effects.		Art - Printing (3) – Pattern and texture – collography with repeat patterns. Drawing (3) – Line, tone and texture – how parts of the face look separately and together – learning to look. Digital media (1) – Line, colour and pattern – digital media to create ideas for differing media		Art - Textiles (3) – further texture and pattern – creating a textile collage Sculpture (3) – form, shape and space – Versatility of clay.	
	My Drama	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 Route 3: Drama from real-life experiences –non-verbal communication i.e., the camping trip, drama from a story, drama from TV or film Route 4: Storyboarding, improvisation into script, embedding dialogue, creating a new context – interacting with others in their character role.					
	My Music	Exploring and composing rhythmic patterns- Body percussion, instruments and sound makers. Performance and composing of call-and-response songs, representation using graphic notation. Rhythm 1 – Explore that rhythm can be created using anything – Stomp! Timbre 4 /6 – Relate sounds with different materials Adapted Sparkyard Music curriculum.		Painting pictures with sound-nature Encounter suitable music to accompany known song lyrics. Compose music with visual representation, inspired by familiar stories or outdoor settings that motivate, evoking the mood and atmosphere. Texture 4 – Experience sound in nature – songs of nature Timbre 7 – Relate sounds to events Adapted Sparkyard music curriculum.		Sing, play, notate. Encounter soundscapes, developing skills from last year. Simply compose music to accompany a familiar story for a performance, beginning to understand elements that shape it. Structure 7 – Music as a storytelling medium – Tempo 5 – Recognise stops and starts in the tempo Adapted Sparkyard music curriculum.	
Thinking and Problem-Solving Strand		My Creativity Focus	My Creativity Focus	My Independence Focus	My Independence Focus	The World Around Me Focus	The World Around Me Focus
		Solve a simple maths problem- the box is too small	Search for items that have gone out of sight with support	Anticipate a new activity	Search for a familiar item independently	Put together 2 familiar actions to make something happen with support.	Put together 2 familiar actions to make something happen Independently

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My Maths Stage/Level 1	Number Rote counting to 10 and conservation of number.	Number One to one correspondence and stable order to 10	Number Recognising, reading and writing numerals from 0 to 10	Number Counting on from a number other than 1.	Number Counting backwards from 10 to 0.	Number Compare numbers to 10.
	Weight and Capacity Measuring out ingredients.	2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle).	Measuring Describe and compare large, big and small.	Money Recognise coins and notes involving numbers to 10.	Handling information and Data Sort and classify objects using a single criterion.	Time Sequencing days, months and seasons in a year.
My Maths Stage/Level 2	Number Read, write and order numbers.	Number Counting up to 20 items, including 0.	Number Recognising and interpreting the symbols +, - and =.	Number Simple addition to 20	Number Simple subtraction to 20.	Number Counting reliably to 100.
	Weight and Capacity Describing and comparing weight and capacity.	2D and 3D shape Identify and recognise common 2D and 3D shapes.	Measuring Describe and compare size, length, height, weight and capacity.	Money Recognise coins and notes involving numbers to 20.	Handling information and Data Read numerical information from lists.	Time Telling the time to o'clock and half past
My Outdoor School	Environmental awareness Plant autumn bulbs and watch them grow	Orienteering Use simple directional language (near and far, left and right).	Making a fire Fire safety and the fire triangle.	Using tools and problem solving. Continuation of the use of basic tools, peelers, hammer	Creativity Mini- beasts within the forest school area in summer.	Wilderness explorers Erect a lean to shelter, with support. Stories in den linked to summer.
My Physical Wellbeing	Invasion games Mini Tag rugby- Handle a rugby ball with confidence. Evade attackers using footwork and body control.	Invasion games Basketball- passing.	Gymnastics Beginning to link moves together.	Dance- Movement and dance. Copying, repeating and remembering a simple dance routine.	Athletics Mini sports Relay and hurdles, races.	Net and ball games Over the net games
	Aquatics Travel 25 metres with 3 strokes.	Aquatics Fully submerge to pick up an object.	Aquatics Correctly identify 3 of the 4 key water safety messages.	Aquatics Push and glide and travel for 15 metres on the front.	Aquatics Push and glide and travel for 20 metres on the back.	Aquatics Push and glide and travel for 25 metres on the front/ back.
PSHCE	Being me in my world: I feel safe and special in my class, identifying	Celebrating differences: Similarities and differences between me	Dreams and Goals:	Healthy Me: I understand things that are healthy and unhealthy	Relationships: Identify my own family and understand that there	Changing me:

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	<p>how we can be safe and what makes me special.</p> <p>Create class rules, explaining how they will keep us safe.</p> <p>I care about others doing well and contribute to suggestions for reward charts and awards.</p> <p>I can say how my actions might make others feel and why.</p>	<p>and my peers, physical and based on interests.</p> <p>To recognise the features of bullying and know who to ask for help.</p> <p>Suggest ways to make new friends and why it is good to have different types of friends.</p>	<p>I can set myself a simple goal and suggest steps to meet this goal.</p> <p>I can work with a partner to meet a simple goal and describe what I did in simple terms.</p> <p>I can try a new activity before asking for help, persevering if things go wrong.</p> <p>I can tell you how I felt when I succeeded in a new activity and how I felt during it.</p> <p>I can suggest ways that we can celebrate our successes.</p>	<p>suggesting ways to stay healthy.</p> <p>I contribute to keeping myself clean and give simple reasons why it is important to stay clean.</p> <p>I can make healthy choices.</p> <p>I can explain why I might need to take medicine, if I am unwell.</p> <p>I can say or demonstrate how to cross the road safely.</p>	<p>are different types of family, giving explanations of how families can be different.</p> <p>Identify features of a good friend, giving simple descriptions of my friend and why they are a good friend to me.</p> <p>Exploring different types of greeting and say which ones I would use for people within my life.</p> <p>I recognise my 'safe adults' within school and explain who can help me.</p>	<p>I am beginning to understand life cycles: animal and human.</p> <p>I can say some things that have changed about me since I was a baby.</p> <p>I can say how my body has changed since I was a baby.</p> <p>I begin to recognise that boys and girls are different and name the male and female parts using the correct vocabulary. I can say how my life has changed since I was a baby.</p>
Zones Of Regulation	<p>Me in my zones</p> <p>How do I feel? Different events change how we feel.</p>	<p>Me in my zones</p> <p>How our zones can change through the day.</p>	<p>Me in my zones</p> <p>How do I feel, or, I have feelings too. (Book)</p>	<p>Me in my zones</p> <p>Discuss examples of what might change the zone they are in.</p>	<p>Me in my zones</p> <p>What pushes me to the yellow and red zone.</p>	<p>Me in my zones</p> <p>Zone idioms and expressions.</p>
My Play and Leisure	<p>Functional Play & Parallel Play</p> <p>Pupils explore objects as they are intended to be used.</p> <p>Toys and games that have a specific purpose: Dolls, cars, tea sets</p> <p>Games: Simon Says, What's the time Mr Wolf, Musical chairs</p> <p>Develop turn taking, sharing and interaction, following rules</p>		<p>Structured Play</p> <p>Goal orientated play with staff joining in and offering direction.</p> <p>Board games, Structured play boxes, card games, Lego, building, whole class games</p> <p>Develop listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>		<p>Free Play</p> <p>Creative and improvised with no set goal and unlimited possibilities.</p> <p>Variety of activities and resources available; dressing up, sensory resources, messy play, playdoh, outdoor play, food</p> <p>Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences.</p> <p>Socio dramatic & role play</p> <p>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>	