

<p>The rationale underpinning our Semi-Formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p>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>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>			
Assessment:	<p>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>		
Semi-Formal Curriculum EQUALS	Autumn Term	Spring Term	Summer Term
My Communication	<p>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>		
Call and Response	Hansel and Gretel	Stories from Around the World – Anansi Story, 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.

The World Around Me		<p>Weather: Extreme weather, flooding, tie in with Noah and the Arch</p> <p>Annually: Harvest Festival</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>Festivals: 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.</p> <p>Annually: Remembrance Day The Christmas Story</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>The Weather: Study of the Arctic/ Antarctic. The animals and people of the polar regions, how they have adapted to their environment.</p> <p>Annually: Easter</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>Life cycles: Butterflies, frogs, chicks and humans. Exploring different lifecycles, their similarities and differences.</p> <p>Annually: Mother’s Day</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>People in history: The Romans (local history) How the Roman people lived. What life was like in Roman times. How the Romans changed Chester.</p> <p>Annually: Father’s Day</p> <p>Weather: Reflection on weather as part of the daily routine.</p>	<p>Water: Under the sea. Life forms that live under the sea. The different ocean zones. Why the ocean is important.</p> <p>Weather: Reflection on weather as part of the daily routine.</p>
		My Independence		<p>My Cooking: Making foods and drinks Using small appliances Health and safety</p> <p>My Shopping: Role play and modelling Visit the shops Methods of payment</p> <p>My Dressing and Undressing: Getting dressed Personal hygiene – clean clothes</p> <p>My Travel Training: Safety in the community Road safety</p>	<p>My Cooking: Food labelling</p> <p>My Shopping: Role play and modelling How to solve simple problems e.g., no bag Asking for help</p> <p>My Dressing and Undressing: Personal hygiene Appropriate clothing</p> <p>My Travel Training: Road Safety Dealing with problems</p>	<p>My Cooking: Healthy living and healthy eating 5 a day</p> <p>My Shopping: Role play and modelling Visit the shops and buy items Different shops Locating items in the shop/aisle</p> <p>My Dressing and Undressing: Be safe and private when getting dressed around others</p> <p>My Travel Training: Road safety Dealing with problems & recognising dangers</p>	
My Creativity	My Art	<p>Art - Collage – Using colour. Negative and positive shape and space: Coloured collage, layering and positive and negative spaces.</p>	<p>Art - Printing – Pattern and texture: Collagraphy with repeat patterns.</p> <p>Drawing – Line, tone and texture:</p>	<p>Art - Textiles – Further texture and pattern: Creating a textile collage</p> <p>Sculpture – Form, shape and space:</p>			

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		<p>Digital media – Photography: Photomontage – surrealism – surrealist invention and free form</p> <p>Painting – Tonal exploration: Tonal painting through the varied use of water - Use different brushes/ tools to create effects.</p>	<p>How parts of the face look separately and together – learning to look.</p> <p>Digital media – Line, colour and pattern: Digital media to create ideas for differing media</p>	<p>Versatility of clay.</p>
	<p>My Drama</p>	<p>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.</p> <p>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</p>		
	<p>My Music</p>	<p>Exploring and composing rhythmic patterns: Body percussion, instruments and sound makers. Performance and composing of call-and-response songs, representation using graphic notation.</p> <p>Rhythm 1: Explore that rhythm can be created using anything – Stomp!</p> <p>Timbre 4 /6: Relate sounds with different materials</p>	<p>Music – 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.</p> <p>Texture 4: Experience sound in nature – songs of nature</p> <p>Timbre 7: Relate sounds to events</p>	<p>Music – 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.</p> <p>Structure 7: Music as a storytelling medium</p> <p>Tempo 5: Recognise stops and starts in the tempo</p>
<p>My Play and Leisure</p>		<p>Functional Play & Parallel Play 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 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 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: Create imaginary worlds, characters, & scenarios, which relate to the real world. Variety of resources to</p>

					enable pupils to act out scenes e.g., hospital resources Develop social, language, emotional regulation, life skills & model social behaviour.	
My Maths Stage/Level 1	<p>Number: Rote counting to 10 and conservation of number.</p> <p>Weight and Capacity: Measuring out ingredients.</p>	<p>Number: One to one correspondence and stable order to 10</p> <p>2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle).</p>	<p>Number: Recognising, reading and writing numerals from 0 to 10</p> <p>Measuring: Describe and compare large, big and small.</p>	<p>Number: Counting on from a number other than 1.</p> <p>Money: Recognise coins and notes involving numbers to 10.</p>	<p>Number: Counting backwards from 10 to 0.</p> <p>Handling information and Data: Sort and classify objects using a single criterion.</p>	<p>Number: Compare numbers to 10.</p> <p>Time: Sequencing days, months and seasons in a year.</p>
My Maths Stage/Level 2	<p>Number: Read, write and order numbers.</p> <p>Weight and Capacity: Describing and comparing weight and capacity.</p>	<p>Number: Counting up to 20 items, including 0.</p> <p>2D and 3D shape: Identify and recognise common 2D and 3D shapes.</p>	<p>Number: Recognising and interpreting the symbols +, - and =.</p> <p>Measuring: Describe and compare size, length, height, weight and capacity.</p>	<p>Number: Simple addition to 20.</p> <p>Money: Recognise coins and notes involving numbers to 20.</p>	<p>Number: Simple subtraction to 20.</p> <p>Handling information and Data: Read numerical information from lists.</p>	<p>Number: Counting reliably to 100.</p> <p>Time: Telling the time to o'clock and half past.</p>
My Outdoor School	<p>Environmental awareness: Materials found in the forest school-name and investigate.</p>	<p>Orienteering: Use simple directional language (near and far, left and right).</p>	<p>Making a fire: Experience using fire strikers to spark a flame.</p>	<p>Using tools and problem solving: The introduction of a bow saw.</p>	<p>Creativity: Mini- beasts within the forest school area in summer.</p>	<p>Wilderness explorers: Introduction to lashing and frapping to make frame</p>
My Physical Wellbeing	<p>Invasion game: Mini Tag rugby- Handle a rugby ball with confidence. Evade attackers using footwork and body control.</p>	<p>Invasion games: Basketball- passing.</p>	<p>Gymnastics: Beginning to link moves together.</p>	<p>Movement and dance: Copying, repeating and remembering a simple dance routine.</p>	<p>Athletics: Mini sports Relay and hurdles, races.</p>	<p>Net and ball games: Over the net games</p>

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	<p>Aquatics: Travel 25 metres with 3 strokes.</p>	<p>Aquatics: Fully submerge to pick up an object.</p>	<p>Aquatics: Correctly identify 3 of the 4 key water safety messages.</p>	<p>Aquatics: Push and glide and travel for 15 metres on the front.</p>	<p>Aquatics: Push and glide and travel for 20 metres on the back.</p>	<p>Aquatics: Push and glide and travel for 25 metres on the front/ back.</p>
<p>PSHCE</p>	<p>Being me in my world: I feel safe and special in my class, identifying 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>Celebrating differences: Similarities and differences between me 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>Dreams and Goals: 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>Healthy Me: I understand things that are healthy and unhealthy 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>Relationships: Identify my own family and understand that there 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>Changing me: 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.</p> <p>I can say how my life has changed since I was a baby.</p>
<p>Zones Of Regulation</p>	<p>Me In my zones: How do I feel?</p> <p>Different events change how we feel.</p>	<p>Me In my zones: How our zones can change through the day.</p>	<p>Me In my zones: How do I feel, or I have feelings too. (Book)</p>	<p>Me In my zones: Discuss examples of what might change the zone they are in.</p>	<p>Me In my zones: What pushes me to the yellow and red zone.</p>	<p>Me In my zones: Zone idioms and expressions.</p>