

| | | | | | | |
|--|--|---|---|--|--|--|
| 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 | Autumn Term | | Spring Term | | Summer Term | |
| Curriculum EQUALS | | | | | | |
| | | | | | | |
| My Communication | Communicating effectively with others; Sharing Weekend News; Engaging in Discussion; Non-Verbal Communications | | | | | |
| Narrative | Storytelling – sequencing, character development, use of language, discussion, retelling stories Hamilton’s Hats – Fictional Life scenarios – non-fictional | | Storytelling – sequencing, character development, use of language, discussion, retelling stories The Boy Who Harnessed the Wind – True story Life scenarios – non-fictional | | Storytelling – sequencing, character development, use of language, discussion, retelling stories The Last Garden – Fictional Life scenarios – on-fictional | |
| Call & Response | Familiar rhymes, song, poems. Ownership of content and rhythm Dynamic engagement | | | | | |
| Personalised Reading & Writing | Mark Making, Vocabulary Expansion, Sentence Formation, Spelling. Identifying signs and symbols, Recognising and responding to key signs, symbols and words. Reading and Comprehension. | | | | | |
| The World Around Me | Autumn Life in the 1920’s Look at lifestyle, events, food, fashion and compare to the life of the pupils today. What are the similarities and differences? | Festivals: Remembrance Day – Respect and Thanks and modern-day conflicts. Christian celebration of Christmas around the world. Annually: | Recycling/ Materials Investigating materials, Making something new from something old. Sorting and grouping materials. Understanding why we recycle. | Extreme Weather Study of volcanoes, tsunamis, hurricanes, electrical storms, monsoons etc. Cause and effect. Annually: | Animals and Habitats Look at the different needs of animals. Which animals live in which habitats, look at food chains and how animals are suited to their habitats | Digital photography Recording the term from ‘my point of view’ to create a journal of events and things that are important to them. Edit and manipulate photographs. |

| | | | | | | |
|-----------------|---|--|--|--|---|---|
| | <p>Annually:</p> <p>Halloween Harvest Festival,</p> <p>Weather:</p> <p>Reflection on weather as part of the daily routine.</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> | <p>Diwali (8th Nov), Remembrance Day Hannukah, The Christmas Story</p> <p>Weather</p> <p>Reflection on weather as part of the daily routine.</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> | <p>Annually:</p> <p>New Year, Chinese New Year, Valentine’s Day, Ramadan</p> <p>Weather:</p> <p>Reflection on weather as part of the daily routine.</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> | <p>Eid, Mother’s Day: Positive Female Role models</p> <p>Weather:</p> <p>Reflection on weather as part of the daily routine.</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> | <p>Desert, Artic/ Antarctic, oceans, ponds etc.</p> <p>Annually:</p> <p>May Day, Father’s Day: Positive male role models</p> <p>Weather:</p> <p>Reflection on weather as part of the daily routine</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> | <p>Annually:</p> <p>Summer solstice</p> <p>Weather:</p> <p>Reflection on weather as part of the daily routine.</p> <p>ICT:</p> <p>Using laptops and iPads for research and PfA</p> |
| My Independence | KS4 ASDAN Personal Progress units: PDS E1 Preparing drinks and snacks; ILPC E1 Developing independent living skills: personal care | | | | | |
| | KS5 OCR Life & Living Skills units: D06 E1 Preparing Drinks and Snacks; M09 E1 Personal Skills: Healthy Living | | | | | |
| | <p>My Cooking & food tech</p> <p>Health and Safety in the kitchen</p> <p>Kitchen cleaning products</p> <p>Recognising basic cookery skills using equipment safety</p> <p>Personal, social & health</p> <p>Develop an understanding of personal hygiene</p> <p>Importance of cleanliness in all areas of life.</p> <p>My Travel Training</p> <p>To move around the school safely</p> <p>To identify signs and symbols within the building</p> | <p>My Cooking & food tech</p> <p>Prepare basic food and drinks</p> <p>Organise themselves for cookery</p> <p>Weighing and measuring</p> <p>Simple recipes</p> <p>Food groups</p> <p>My Shopping</p> <p>Preparing to go shopping</p> <p>What do I take with me?</p> <p>Role play - making and using a list and how to exchange money</p> <p>Identify shops and products</p> <p>Identify a safe stranger</p> <p>Online shopping</p> <p>Personal, social & health</p> <p>Develop an understanding of getting dressed for the occasion and weather</p> <p>My Travel Training</p> <p>To develop an understanding of being safe when out and about</p> | <p>My Cooking & food tech</p> <p>Healthy living and healthy eating</p> <p>Eatwell plate</p> <p>Problem solving</p> <p>Use the oven and hob</p> <p>My Shopping</p> <p>Shopping in the community</p> <p>Recognise coins and exchange money</p> <p>Identify a safe place</p> <p>Consider budgeting</p> <p>Personal, social & health</p> <p>Personal care – physical, emotional and mental</p> <p>Home Management</p> <p>My Travel Training</p> <p>Develop an understanding of the world</p> <p>Road safety</p> <p>Using crossings</p> <p>Visit local places</p> | | | |

Semi-Formal Long-Term Plan – Bay (2025-26)

| | | | | | | | |
|--|----------------------|---|---|---|--|--|--|
| My Art Accreditation KS4 & KS5: Arts Award Discover | My Creativity | Art - Collage (4) - Texture – Different textures. Knowledge of different textures to enhance and develop their work. Collage outside using natural materials. Painting (4) – Colour, pattern and space – Aboriginal art | | Art - Printing– printing using pattern and line – various printing techniques. Drawing – Line, shape and tone – tone and line Art - Textiles – Texture and pattern – recreating patterns and / or textures. Sculpture – Form, shape and pattern – 3D sculpture. | | Art - Textiles – Texture and pattern – recreating patterns and / or textures. Sculpture – Form, shape and pattern – 3D sculpture. | |
| My Music | | Music – Exploring melody, harmony and lyrics. Vocal exploration. Link with WAM topic – JAZZ, Bugsy Malone, Annie Preparation for Christmas Performance | | Music: Exploring rhythmic layers, drumming and music traditions. Link with WAM topic – making own instruments. | | Music – Music and words- Music inspired by words and poetry, exploring techniques to establish mood and atmosphere. Learn about influential musicians from different genres. | |
| My Drama | | Drama based on pupils’ interests. Exploration of various genres through mediums such as Mantle of the Expert, Teacher in Role and other cross-curricular opportunities. Pupils will take part in mime and role play; movement and gesture; still image; freeze frame; soundscapes; drama games; conscience alley; hot seating and 3D living pictures. Pupils will create their own small drama based on interests in mixed groups. Opportunities to share work and celebrate peers. Opportunities are given throughout the year to work with our Arts Partnership – Theatre Porto. | | | | | |
| My Play and Leisure | | Structured Play <ul style="list-style-type: none">Board gamesStructured play boxesCard gamesPuzzlesJigsaws Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation Tolerance | | Free/unstructured play <ul style="list-style-type: none">Food playMessy play, sand & water, paintSensory play – homemade musical instruments, sensory binExploration play – Forest School Abilities– creativity, resilience, imagination, problem solving. Stimulate the senses and help pupils make sense of the world, choice and preference | | Socio dramatic play & role play out scenes, imaginary situations, pretend play e.g., create a hospital Parallel play share a table to build with blocks Outdoor games Abilities: emotional regulation. life skills, model social behaviour Balance, motor skills, independence | |
| My Thinking and Problem Solving x 1 lesson My Maths x 2 lessons | | Number Read, write, order and compare numbers up to and beyond 10,000. Simple Addition Time Read 12-hour analogue and digital time. Know | Number Estimate by rounding to the nearest 10 or 100. Money Recognise relative value of coins and notes. Use | Number Add numbers which total to 1000. Different methods of addition. Measuring Use and compare millimetres, | Number Count on in 2’s, 5’s, 10’s, 6s, 7s, 8s and 9s. Recognise groupings. Weight and Capacity | Number Subtract 1-, 2- or 3- digit numbers from number up to 1000. Position and Direction Use appropriate positional vocabulary, | Number Share numbers by 6, 7, 8 and 9. Time and Money Recap earlier units and refresh/over learn where necessary. |

Semi-Formal Long-Term Plan – Bay (2025-26)

| | | | | | | |
|---|--|--|---|--|--|---|
| | that there are 24 hours in a day. Recognise there is not enough items for everyone | decimal notation for money. Ask an adult for help to find an item not in its usual place | centimetres, metres and kilometres. Ask for help when something is not working | Use and compare grams and kilograms, millilitres and litres. Choose and gather equipment for a F familiar activity | including the four compass points. Use tools and equipment appropriately | Recognise the problem and begin to initiate solving it. |
| My Outdoor Learning | Environmental Awareness Identify which animals live in which habitat | Orienteering Devise a simple map and use basic symbols on a key | Making a fire Make and tend a fire safely | Using tools and problem solving Thinking of the purpose of tools and knots | Creativity Materials and habitats in the forest school in summer | Wilderness Explorers Work successfully as a group to build a shelter |
| My Physical Wellbeing | Invasion games Cricket – batting, throwing, catching Rebound Bikes | Target games Curling and Boccia Rebound Bikes | Gymnastics Creating a routine to music using small and large apparatus. Rebound Bikes | Net and ball games Striking & field Hockey – hitting and passing Rebound Bikes | Athletics Rebound Bikes | Orienteering Rebound Bikes |
| My PSHCE (Taken from Jigsaw SOW 8-9) | Being Me in My World In this Unit the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, | Celebrating Difference: In this Unit the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their | Dreams and Goals: In this Unit the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with /overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. | Healthy Me: In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and vaping and its effects on health, they do the | Relationships: This unit is focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of | Changing me is now covered in our RSE curriculum. This last half term gives us space to not rush the other 5 units of the year as the Jigsaw Curriculum is substantial and our learners need longer to explore some themes and teaching points. There will be some overlaps between terms. |

Semi-Formal Long-Term Plan – Bay (2025-26)

| | | | | | | |
|--|---|--|---|---|---|---|
| | how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. | own uniqueness and what is special about themselves. They talk about first impressions and when their own first impression of someone and how they have changed. | They reflect on their successes and the feelings associated with overcoming a challenge. | same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it. | these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable | |
| Relationships and Sex Education | Families and people who care for me Characteristics of healthy family life Respect for family diversity How to recognise unsafe situations Recognise how to seek advice/ help (develop an understanding of the emergency services) Importance of stable relationships Marriage/ civil partnership as legally recognised commitment I can recognise the importance of stable relationships | Respectful Relationships I can name characteristics of positive and healthy friendships and relationships I can discuss the negative impact of stereotypes I understand the importance of respect and tolerance of difference I recognise the impact of bullying and how to respond I know my legal rights and responsibilities regarding equality I will be able to discuss legal options for adult partnerships | Respectful Relationships Importance of respecting others Conventions of courtesy and manners Importance of self-respect Understanding how to respect others and animals Stereotypes and their impact Permission seeking – consent and appropriate boundaries and touch How to get help from bullying The impact of bullying Types of bullying | Online Relationships Rules for keeping safe online – SMART Understanding that the same relationship principles apply online to in real life How information and data is shared and used online Cyber bullying I can state what I should do if I don't feel safe online I can recognise the impact of viewing harmful content online I understand the law, with regards to sharing indecent images | Being Safe I can recognise appropriate physical contact to greet my friends I can recognise appropriate and inappropriate boundaries I can understand what privacy means I know the difference between public and private spaces I understand that my body belongs to me I can recognise the importance of consent I can differentiate between adults I can trust and adults I cannot I can state how to respond to adults I do not know I can discuss how to recognise and communicate consent | Changing Bodies I can name key facts about puberty. I can name the main changes that take place in males and females physically and emotionally Understanding the menstrual cycle and how to manage it. Scientific facts of conception, pregnancy, miscarriage and birth Sexual Health and Relationships (KS4&5 only when appropriate) Mutual Trust and Respect Pressure and readiness Contraception and prevention of disease. |

Semi-Formal Long-Term Plan – Bay (2025-26)

| | | | | | | |
|--------------------------------|------------------------------------|---|--|--|---|---|
| | | | | | | Safe and private masturbation Where to go for help |
| Preparing for Adulthood | Keeping Healthy Yoga | Taking Care of Ourselves Carousel of home tasks – ironing, folding clothes, hanging clothes up, washing dishes | Being Responsible Safe use of iPads – searching for local events, cinemas, transport. | Self-Awareness Recognise my strengths Choosing activities to complete based on this awareness. | Collaborative Tasks Participate in whole class games | Emotional Awareness & Resilience Managing Strong Feelings and understanding appropriate reactions. |