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

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 *Evidence for Learning (EFL) for capturing and recording progress made against EHCP Learning Outcomes*		
Semi Formal **Curriculum** **EQUALS**	**Autumn Term**	**Spring Term**	**Summer Term**
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	Storytelling – sequencing, character development, use of language, discussion, retelling stories	Storytelling – sequencing, character development, use of language, discussion, retelling stories
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	**Life Cycles of Plants and animals** Look at the different parts of a plant. What is the sequence of the plant life cycle? How do we care for plants? How do plants grow? 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	**Festivals:** Remembrance Day – Respect and Thanks and modern-day conflicts. Christian celebration of Christmas around the world. **Annually:** Diwali (8th Nov), Remembrance Day Hannukah, The Christmas Story **Weather**	**Recycling/ Materials** Investigating materials, Making something new from something old. Sorting and grouping materials. Understanding why we recycle. **Annually:** New Year, Chinese New Year, Valentine's Day, Ramadan **Weather:**	**Extreme Weather** Study of volcanoes, tsunamis, hurricanes, electrical storms, monsoons etc. Cause and effect. **Annually:** Eid, Mother's Day: Positive Female Role models **Weather:** Reflection on weather as part of the daily routine.	**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? **Annually:** May Day, Father's Day: Positive male role models **Weather:**	**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. **Annually:** Summer solstice **Weather:** Reflection on weather as part of the daily routine.

	Desert, Artic/ Antarctic, oceans, ponds etc. **Annually:** Halloween Harvest Festival, **Weather:** Reflection on weather as part of the daily routine. **ICT:** Using laptops and iPads for research and PfA	Reflection on weather as part of the daily routine. **ICT:** Using laptops and iPads for research and PfA	Reflection on weather as part of the daily routine. **ICT:** Using laptops and iPads for research and PfA	**ICT:** Using laptops and iPads for research and PfA	Reflection on weather as part of the daily routine **ICT:** Using laptops and iPads for research and PfA	**ICT:** Using laptops and iPads for research and PfA
My Independence	<td colspan="6" align="center">==**KS3 ASDAN: Transition Challenge**==</td>
	<td colspan="2" align="center">**My Cooking & food tech** Health and Safety in the kitchen Kitchen cleaning products Recognising basic cookery skills using equipment safety **Personal, social & health** Develop an understanding of personal hygiene Importance of cleanliness in all areas of life. **My Travel Training** To move around the school safely To identify signs and symbols within the building</td>	<td colspan="2" align="center">**My Cooking &food tech** Prepare basic food and drinks Organise themselves for cookery Weighing and measuring Simple recipes Food groups **My Shopping** Preparing to go shopping What do I take with me? Role play - making and using a list and how to exchange money Identify shops and products Identify a safe stranger Online shopping **Personal, social & health** Develop an understanding of getting dressed for the occasion and weather **My Travel Training** To develop an understanding of being safe when out and about</td>	<td colspan="2" align="center">**My Cooking & food tech** Healthy living and healthy eating Eatwell plate Problem solving Use the oven and hob **My Shopping** Shopping in the community Recognise coins and exchange money Identify a safe place Consider budgeting **Personal, social & health** Personal care – physical, emotional and mental Home Management **My Travel Training** Develop an understanding of the world Road safety Using crossings Visit local places</td>

My Art **Accreditation KS3 ASDAN Transition Challenge**	**My Creativity**	**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 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** Preparation for Christmas Performance	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. **Texture 4 – Experience sound in nature – songs of nature** **Timbre 7 – Relate sounds to events**	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. **Structure 7 – Music as a storytelling medium –** **Tempo 5 – Recognise stops and starts in the tempo**
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 • Board games • Structured play boxes • Card games • Puzzles • Jigsaws Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation Tolerance	Free/unstructured play • Food play • Messy play, sand & water, paint • Sensory play – homemade musical instruments, sensory bin • Exploration 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 2 lessons	1:1 correspondence Counting to 15 Nursery Rhymes Sequencing	To be involved in finding items they need To be involved in putting items away	To search for items that have gone out of sight with support	To choose equipment to match the familiar activity with support	Independently work systematically. To evaluate how the plan worked.	To generalise solutions from one problem to another.

Recognise that there is a problem Anticipate the beginning of a task and the end of a task Anticipate and join in with games/activities with concept prompt Be involved in getting a favourite item from their usual place Indicate they want help to get their favourite item To recognise that there is a problem. To engage with a problem – understanding they can do something to solve the problem. To understand what the problem is.	Recognising that the thing I want is broken/not working Indicate a response to 'do you need help?' To ask for help with a simple problem To find new ways of using objects To add new things to familiar activities To recall missing items To solve a simple maths problem With support, find a starting point to break into a problem. Using trial and error strategy. With support, spot patterns and simple sequences. Ask an adult for help to find an item not in its usual place	To anticipate a new activity To search for a familiar item independently To put together 2 familiar actions to make something happen with support To put together 2 actions to make something happen independently To try out new equipment with support/independently To fit objects together using trial or error To complete puzzles independently With support, come up with other potential possibilities. To break down the problem into parts	To search for items not in their usual place To choose equipment to match the activity To put items away in their usual place To recognise and activity from a small part of it To link together different stages of a known activity To indicate what comes next in a familiar sequence Independently, find a starting point to break into a problem. Independently, come up with other potential possibilities. To plan through the relevant features of the problem using concrete, pictorial or abstract representations. To solve a problem when a part of the	To develop resilience if our plan doesn't work. To remember the strategies used to solve the problem. To solve a problem through memory of repeated process. To know when the problem is solved. To recognise when the problem is not solved and mistakes have been made. With support come up with other possibilities Using trial and improvement strategy Independently spot patterns.	To recognise whether the problem could have been solved in a more suitable way. Having solved a problem, pose a similar problem for a peer. With support, work systematically. Spot patterns and use them to predict what will come next in a sequence. To come up with a solution independently. Independently check work.

				remembered routine has changed.		
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	Dance (with actions) and Yoga Rebound / Aquatics Bikes	Target games Curling and Boccia Rebound / Aquatics Bikes	Gymnastics Creating a routine to music using small and large apparatus. Rebound / Aquatics Bikes	Net and ball games Striking & field Hockey – hitting and passing Rebound / Aquatics Bikes	Athletics Rebound / Aquatics Bikes	Orienteering Rebound / Aquatics Bikes
My PSHCE (Taken from Jigsaw SOW 5-6)	***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, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.	***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 own uniqueness and what is special about themselves. They talk about first impressions and when their own	***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. They reflect on their successes and the feelings associated with overcoming a challenge.	***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 same with alcohol and then look at the reasons why people might drink or smoke. Finally, they	***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 these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also	***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.*

		first impression of someone and how they have changed.		talk about peer pressure and how to deal with it.	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. Safe and private masturbation Where to go for help
Preparing for Adulthood	**Keeping Healthy** Yoga	**Taking Care of Ourselves**	**Being Responsible** Safe use of iPads – searching for local	**Self-Awareness** Recognise my strengths Choosing	**Collaborative Tasks** Participate in whole class games	**Emotional Awareness & Resilience**

		Carousel of home tasks – ironing, folding clothes, hanging clothes up, washing dishes	events, cinemas, transport.	activities to complete based on this awareness.		Managing Strong Feelings and understanding appropriate reactions.