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| <p><b>The rationale underpinning our semi-formal curriculum:<br/>the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</b></p> <p><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><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 that are adapted from the National Curriculum</b></p> |   |  |   |  |   |   |
| <b>Assessment:</b>   | <p>Achieving Learning Outcomes linked directly to EHCP targets<br/><i>Evidence for Learning (EFL) for capturing and recording progress made against EHCP Learning Outcomes</i></p>                                |  |   |  |   |   |
| <b>Semi Formal Curriculum EQUALS</b>   | <b>Autumn Term</b>  |  | <b>Spring Term</b>  |  | <b>Summer Term</b>  |   |
| <b>My Communication</b><br><br><b>Narrative Call and response</b>  | <p>Narrative storytelling –Fictional/non-fictional<br/>Weekend news activities<br/>Call and Response</p>  |  |   |  |   |   |
| <b>My English</b>  | Frankenstein  | Romeo & Juliet   | The Iron Man  |  | The Last Garden   |   |
| <b>The World Around Me</b>   | <p><b>Now and then:</b><br/>Life in the 1980s</p> <p>Look at the lifestyles, events, food etc of the time and compare them to the life that the pupils live today. What are the similarities and differences?</p> | <p><b>Festivals:</b><br/>Christmas around the world. Look at how Christians around the world celebrate Christmas. Share the Christmas story.</p> | <p><b>Recycling/ Materials:</b><br/>Investigating materials, making something new from something old. Sorting and grouping materials by type. Understanding why we recycle.</p> <p><b>Annually:</b><br/><b>Easter</b></p> | <p><b>Weather: Extreme Weather/Geological Events:</b><br/>Study of volcanoes, tsunamis, hurricanes, electrical storms, monsoons etc</p> <p><b>Annually:</b><br/><b>Mother's Day:<br/>Positive Female Role models</b></p> | <p><b>World War 1 – Life in the Trenches:</b></p> <p>Summer events</p> <p><b>Annually:</b><br/><b>Father's Day: Positive Female role models</b></p> | <p>Digital Photography:<br/>Recording the term from my point of view. Pupils to create a journal of events and things that are important to them. Pupils to take and edit manipulate pictures in line with their ability.</p> |

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|                            |                      | <i>Weather:<br/>Reflection on weather as<br/>part of the daily routine.</i>   | <i>Weather<br/>Reflection on weather<br/>as part of the daily<br/>routine.</i> | <i>Weather:<br/>Reflection on<br/>weather as part of<br/>the daily routine.</i>  | <i>Weather:<br/>Reflection on<br/>weather as part of<br/>the daily routine.</i> | <i>Weather:<br/>Reflection on weather as<br/>part of the daily routine.</i>  | <i>Weather:<br/>Reflection on weather as<br/>part of the daily routine.</i> |  |
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| <b>My Independence</b>     |                      | <p><b>My Cooking &amp; Food Technology</b><br/>Prepare simple snacks &amp; drinks<br/>Use equipment safely<br/>Food labels</p> <p><b>Home Management</b><br/>Using home appliance safely</p> <p><b>My Travel Training</b><br/>Road safety<br/>Deal with unexpected problems<br/>E.g. pavement obstruction</p>   |  | <p><b>My Cooking &amp; Food Technology</b><br/>Practical cookery<br/>Food storage</p> <p><b>Home Management</b><br/>Home maintenance</p> <p><b>My Travel Training</b><br/>Road safety<br/>Locate familiar locations<br/>Using information signs</p>  |   | <p><b>My Cooking &amp; Food Technology</b><br/>Practical cookery<br/>Foods from around the world</p> <p><b>Home Management</b><br/>Safety in the home<br/>Household budgets</p> <p><b>My Travel Training</b><br/>Plan a journey<br/>Use public transport<br/>Problem solve</p>   |   |  |
| <b>My Art</b>              | <b>My Creativity</b> | <p><b>Art - Collage (4) - Texture</b> – Different textures. Knowledge of different textures to enhance and develop their work. Collage outside using natural materials.</p> <p><b>Painting (4) – Colour, pattern and space</b> – Aboriginal art</p>   |  | <p><b>Art - Printing (3) – Pattern and texture</b> - collography</p> <p><b>Drawing (3) – Line, tone and texture</b> – the face as parts and as a whole.</p>  |   | <p><b>Art - Textiles (3) – Further texture and pattern</b> – creating a textile collage.</p> <p><b>Sculpture (3) – Form, shape and space</b> – sculpture</p> <p><b>Digital media (3) - animation</b></p>   |   |  |
| <b>My Music</b>            |                      | <p><b>Music – Exploring rhythmic layers, drumming and music traditions.</b> Time signatures, folk traditions such as Morris and Basque Dance. Expressively playing rhythms.</p> <p><b>Rhythm 6 – Explore time signatures- find the beat.</b></p>  |  | <p><b>Music – Music and words-</b> Music inspired by words and poetry, exploring techniques to establish mood and atmosphere. Learn about jazz and influential musicians from different genres.</p> <p><b>Timbre 1 – The difference in musical sounds, relating them to feelings and emotions</b></p> <p><b>Timbre 4/5 – Explore how instruments can create differences and similarities in timbre</b></p> |   | <p><b>Music – Exploring melody, harmony and lyrics</b> – Compose their own occasion song with peers, taking inspiration from rap, pop or dance music. Use the iPads to support creation.</p> <p><b>Structure 6 – Improvising with peers.</b></p> <p><b>Texture 3- Layering of sound – iPad</b></p> <p><b>Structure 5 – Compose music through Launchpad, pop, rap and dance</b></p> |   |  |
| <b>My Drama</b>            |                      | <p><b>Based on Routes 1-4:</b></p> <p><b>Route 2:</b> Make-believe and sensory make-believe, creating soundscapes and choosing props and instruments. Rehearsing in a group a ritual, with clear beginning, middle and end to show-case an experience from real-life, such as an historical event or current affair. Practise of open-ended drama with teacher in role. Prescribed drama structures – Dinosaur Island/ The great fire of London/ The witches</p> <p><b>Route 3:</b> Drama from real-life experiences –non-verbal communication, i.e., the camping trip, drama from a story, drama from TV or film</p> |  |  |   |  |   |  |
| <b>My Play and Leisure</b> |                      | <p><b>Free/unstructured play</b></p> <ul style="list-style-type: none"> <li>Food play</li> </ul>  |  | <p><b>Structured Play</b></p> <ul style="list-style-type: none"> <li>Board games</li> <li>Structured play boxes</li> </ul>   |   | <p><b>Socio dramatic play &amp; role play</b></p>  |   |  |

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|  | <ul style="list-style-type: none"> <li>Messy play, sand &amp; water, paint</li> <li>Sensory play – homemade musical instruments, sensory bin</li> <li>Exploration play – Forest School</li> </ul> <p>Abilities– creativity, resilience, imagination, problem solving. Stimulate the senses and help pupils make sense of the world, choice and preference</p> |   | <ul style="list-style-type: none"> <li>Card games</li> <li>Puzzles</li> <li>Jigsaws</li> </ul> <p>Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>  |   | <p>Act scenes, imaginary situations, pretend play e.g., create a hospital</p> <p>Parallel play share a table to build with blocks</p> <p>Outdoor games</p> <p>Abilities: emotional regulation. life skills, model social behaviour</p> <p>Balance, motor skills, independence</p> |   |
| <p><b>My Thinking and Problem Solving</b><br/>x 1 lesson</p> <p><b>My Maths</b> x 2 lesson</p> | <p><b>Number</b></p> <p>Read, write, order and compare numbers up to and beyond 10,000.</p> <p><b>Money</b></p> <p>Recognise relative value of coins and notes. Use decimal notation for money.</p> <p><b>MT&amp;PS:</b></p> <p>Indicate they need help to solve a problem – friend/staff</p>   | <p><b>Number</b></p> <p>Estimate by rounding to the nearest ten, hundred or thousand.</p> <p><b>Time</b></p> <p>Know the sequence of the day/ night. Read analogue and digital time.</p> <p><b>MT&amp;PS:</b></p> <p>Work as a group to solve problem</p> | <p><b>Number</b></p> <p>Functional addition.</p> <p><b>Shape</b></p> <p>Describe properties of shapes through numbers of sides, corners, edges, faces and bases.</p> <p><b>MT&amp;PS:</b></p> <p>Substitute a piece of equipment for an item missing</p> | <p><b>Number</b></p> <p>Functional multiplication.</p> <p><b>Measuring</b></p> <p>Use and compare millimetres, centimetres.</p> <p><b>MT&amp;PS:</b></p> <p>Initiate the maintenance of a piece of equipment- plug in toaster</p> | <p><b>Number</b></p> <p>Functional subtraction.</p> <p><b>Weight and Capacity</b></p> <p>Use and compare grams and kilograms, millilitres and litres.</p> <p><b>MT&amp;PS:</b></p> <p>Recognise something is broken</p>   | <p><b>Number</b></p> <p>Functional division.</p> <p><b>Position and Direction</b></p> <p>Use appropriate positional vocabulary, including the four compass points.</p> <p><b>MT&amp;PS:</b></p> <p>Respond to ‘what can we do now?’</p> |
| <p><b>My Outdoor Learning</b></p>  | <p><b>Focus: wilderness explorers</b></p> <p>Create a shelter using tarps</p>   | <p><b>Focus: using tools and problem solving.</b></p> <p>Introduction to more sophisticated use of knots for attaching to structures and trees.</p>   | <p><b>Focus: creativity</b></p> <p>Investigating different trees.</p>  | <p><b>Focus: making a fire</b></p> <p>Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle.</p>  | <p><b>Focus: environmental awareness</b></p> <p>Identify and classify animal’s insects found in the forest school.</p>  | <p><b>Focus: Orienteering</b></p> <p>Recognise landmarks and human and physical features in the forest school, school area.</p>   |
| <p><b>ICT</b></p>  | <p>Algorithms/instructions</p>  | <p>Spreadsheets</p>   | <p>How the Internet Works</p>  | <p>Digital Literacy</p>   | <p>Podcasting<br/>Flowol</p>  | <p>Flowol</p>   |
| <p><b>My PE</b></p>  | <p>Tag Rugby/ Invasion games<br/>Bikes<br/>Team games</p>   | <p>Basketball- ball skills.<br/>Bikes<br/>Yoga<br/>Team games</p>   | <p>Gymnastics-<br/>Rhythmic- creating a routine.<br/>Bikes</p>   | <p>Dance/Movement-<br/>performing a dance routine.<br/>Bikes</p>  | <p>Athletics- summer games.<br/>Foam javelin and obstacle course.<br/>Bikes</p>   | <p>Net and ball games/<br/>Tennis.<br/>Bikes<br/>Team games</p>   |

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|   |  |                               | Yoga<br>Team games          | Team games                                     |                      |                    |
| <b>My PSHCE<br/>(Taken from Jigsaw<br/>SOW)</b> | <i>Being Me in My World</i>            | <i>Celebrating Difference</i> | <i>Dreams and Goals</i>     | <i>Healthy Me</i>                              | <i>Relationships</i> | <i>Changing me</i> |
| <b>RSE</b>                                      | Families and people who<br>care for me | Caring friendships            | Respectful<br>relationships | Online relationships<br>(to link with ICT MTP) | Being safe           | Changing body      |