

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 learner’s 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, PSHCE and RE that are adapted from the National Curriculum						
Semi-Formal Curriculum EQUALS	Autumn Term		Spring Term		Summer Term	
Assessment:	Achieving Learning Outcomes linked directly to EHCP targets Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes					
My Communication	Narrative storytelling – ongoing through the year (themed). Individual or small group reading. Sharing and recording weekend news Activities to support the learning of functional literacy (themed) Various communication games and activities – Call and response games (Cookies, Boom-Chicka) Colourful Semantics, PicToys (prepositions) and following instructions					
Call and Response	The 3 little Pigs		Goldilocks		Jack and the Beanstalk	
My English	Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.		Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.		Storybooks chosen – ongoing through the year for Sequencing, Blank level questioning and Colourful Semantics.	
The World Around Me	History:	Festivals:	Festivals:	The Seasons:	A long time ago:	The seasons:
	The prehistoric world Annually: Harvest Festival Weather: Reflection on weather as part of the daily routine.	TBC Christmas: The Nativity story: Annually: Remembrance Day Bonfire night Weather:	TBC Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories. Annually:	TBC Annually: Mother’s Day Weather:	TBC Annually: Father’s Day Weather:	TBC Weather: Reflection on weather as part of the daily routine.

		<i>Reflection on weather as part of the daily routine.</i>	Easter - The welcoming of spring- trying new foods, experimenting with colour. Weather: <i>Reflection on weather as part of the daily routine.</i>	<i>Reflection on weather as part of the daily routine.</i>	<i>Reflection on weather as part of the daily routine.</i>	
		KS2: My Cooking Making basic foods and drinks Collecting equipment Dangers in the kitchen Washing up My Shopping Role play and modelling My Dressing & Undressing Develop an understanding of washing and getting dressed My Travel Training To move around the school safely	KS2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters My Shopping Role play and modelling Making and using a list Safer strangers My Dressing & Undressing Dressing for hot and cold weather My Travel Training Spotting hazards in school	KS2: My Cooking Recognising ingredients Weighing ingredients Using equipment safely e.g., knives graters My Shopping Role play and modelling Exchange money Visit the shops and buy items Recognise who to ask for help My Dressing & Undressing Be safe and private when getting dressed around others My Travel Training Preparing to travel out and about Preparing to travel in cars & minibuses		
My Creativity	My Art	KS2: Art – Collage - Pattern, texture, and form	KS2: Art – Printing – Explorative mark making using pattern and texture	KS2: Art – Textiles – Weaving		

		Copy and continue patterns, identify objects by shape and differing size. Painting – Primary and secondary colour Mixing primary colours.	Printed rubbings Drawing – Line and space Fine motor movement and mark making.	The process of using differing materials to push, pull, poke in and out, over, and under to create a woven effect. Sculpture – form and space Various 3D shapes.
	My Drama	KS2: 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	Harvest and Nativity Songs KS2: Music - Pulse and Rhythmic Patterns - Musical games and singing/ call-and-response. Simple rhythms to familiar songs/ poems, represent using graphic notation. Rhythm – Experience rhythmic patterns – notions of being surrounded by rhythm Rhythm - Copy a simple or complex rhythm – name chanting	Easter Songs KS2: Music – Moods, Pictures, and Soundscapes – Emotions, expressions, and moods. Facial expressions and changing voices. Simple soundscapes. Timbre – Different timbres – soundscapes Tempo – Emotional states through changes in tempo Timbre – Experience timbre between different sounds	KS2: Music - Patterns with Pitch –Listening games. Creating graphic notations – pipe cleaner notation. Listen to and begin to perform rap music, using visuals to support. Dynamics – Dynamic listening – dramatic effect Structure – Three-piece musical structure – Paper Orchestra Pitch – Rap music
My Play and Leisure		Functional Play & Parallel Play Pupils explore objects as they are intended to be used. Toys and games that have a specific purpose: Dolls, cars, tea sets	Structured Play Goal orientated play with staff joining in and offering direction. Board games, Structured play boxes, card games, Lego, building, whole class games	Free Play Creative and improvised with no set goal and unlimited possibilities. Variety of activities and resources available; dressing up, sensory resources, messy play, playdoh, outdoor play, food

	Games: Simon Says, What's the time Mr Wolf, Musical chairs Develop turn taking, sharing and interaction, following rules		Develop listening skills, turn taking, following rules, fine motor skills, cooperation tolerance		Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences. Socio dramatic & role play 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 Develop social, language, emotional regulation, life skills & model social behaviour.	
My Maths Stage/Level 1	Number Rote counting to 10 and conservation of number. Weight and Capacity Measuring out ingredients.	Number One to one correspondence and stable order to 10 2D shape Recognise basic 2D shapes (circle, triangle, square, rectangle).	Number Recognising, reading, and writing numerals from 0 to 10 Measuring Describe and compare large, big, and small.	Number Counting on from a number other than 1. Money Recognise coins and notes involving numbers to 10.	Number Counting backwards from 10 to 0. Handling information and Data Sort and classify objects using a single criterion.	Number Compare numbers to 10. Time Sequencing days, months, and seasons in a year.
My Maths Stage/Level 2	Number Read, write, and order numbers. Weight and Capacity Describing and comparing weight and capacity.	Number Counting to 20 items, including 0. 2D and 3D shape Identify and recognise common 2D and 3D shapes.	Number Recognising and interpreting the symbols +, - and =. Measuring Describe and compare size, length, height, weight, and capacity.	Number Simple addition to 20 Money Recognise coins and notes involving numbers to 20.	Number Simple subtraction to 20. Handling information and Data Read numerical information from lists.	Number Counting reliably to 100. Time Telling the time to o'clock and half past
My Outdoor School	Focus: Orienteering KS2: Promote free exploration and investigation. Use positional language.	Focus: Creativity KS2: Mini- beasts within the forest school area.	Focus: Wilderness explorers KS2: Erect a lean to shelter with support.	Focus: Environmental awareness KS2: The seasonal change- Spring- What is happening?	Focus: Making a fire KS2: Be safe around a fire.	Focus: Using tools and problem solving KS2: Introduction to basic knots.

My Physical Wellbeing	PE: Invasion games & territory games - Football. Developing kicking skills. Mini Netball- Passing and receiving (chest pass, shoulder pass, one/two handed passing). Aquatics: Water safety. Travel under a hoop/rope to submerge body-emerging. I know how to enter and exit the pool safely with prompts- emerging.		PE: Gymnastics – Gymnastics Performing. Striking and field games - Mini cricket- throwing and catching. Aquatics: Submerging/breathing control. Travel under hoop/rope to submerge body-developing. I know how to enter and exit the pool safely with prompts- developing.		PE: Net and ball games – Over the net games Target games – Tri golf Aquatics: Water fun and games. Travel under hoop/rope to submerge body-secure. I know how to enter and exit the pool safely with prompts- secure.	
PSHCE	Self Awareness Who I am, Likes, Dislikes, strengths and interests. Things we are good at Kind/Unkind behaviour People who are special to us Getting help	Self care, Support, and Safety Who can we trust? Who looks after us? Looking after myself Keeping myself safe Public/Private Spaces	Managing Feelings Understanding and identifying feelings Emotional regulation Understanding how feelings can affect behaviour Self regulation strategies	Changing and Growing What is safe touch? How I and others are changing. Understanding growth of humans from baby to adult Difference between male/female Label main body parts Students in Yr6 Puberty	Healthy Lifestyles How do we keep well? Healthy eating Being Active Keeping Well Personal Hygiene Unhealthy habits	The World I Live in Who is in our school? What is a community? Jobs people do What money is Protecting the environment, plants, pets
Zones Of Regulation	Understanding different perspectives	Awareness of how others perceive them in the different zones.	Behaviours can change and affects others.	Reflect on the positive and negative impacts of regulating their zone.	Social behaviour map.	Cartooning zones

RSE	Families and people who take care of me I can recognise the importance of family I can recognise people who are important to me I can recognise the characteristics of healthy family life I can recognise that families might be different to mine I can recognise unsafe situations I can recognise how to get help I can discuss marriage and civil partnerships	Caring friendships I can recognise the importance of friendship I can recognise what the qualities of a good friend looks like I can recognise healthy and unhealthy friendships I can maintain healthy friendships I can recognise how to get help	Respectful friendships I know what respect means I can recognise how to respect others I know the importance of self-respect I recognise the importance of manners I can recognise what bullying is	Online relationships I can recognise that online and real-life are different I can recognise that people might not be who they seem online I can recognise that people might act differently online I can name rules for keeping safe online I can state what I should do if I don't feel safe online I can recognise how information and data is stored online	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	Changing adolescent body I can name key facts about puberty, recognising my body will change I can name emotional changes I can name physical changes I can simply discuss the menstrual cycle
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