

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		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 – Colourful Semantics, Spelling. Identifying signs and symbols, Recognising and responding to key signs, symbols and words. Reading and Comprehension.					
The World Around Me	People: People who help us, people who are important to me. Looking at family and friends, the people who help me at school. Annually: Harvest Festival Halloween Weather:	Festivals: Festivals: Christianity: The Christmas story. Sharing the Nativity. Role play opportunities. Christmas crafts. Small world. Annually Bonfire night Remembrance Day	Festivals: Holi and Easter The Hindu festival of Holi (the festival of colour). The welcoming of spring- trying new foods, experimenting with colour. Looking at the stories associated with Holi.	The Seasons: Spring. Identifying changes in Spring, Spring awakenings and signs of spring. Sharing stories relating to Spring Opportunities for taking photos related to changes in the environment. Identifying personal events in	A long time ago: Choose an era to study: Victorians Romans Vikings. Look at activities and clothing of the day. What did they eat and drink. Compare this to modern day. Annually: May Day,	The Seasons: Summer Identifying changes in Summer, summer animals. Sharing stories relating to Summer Opportunities for taking photos related to changes in the environment. Identifying personal events in the Summer (Summer

	Reflection on weather as part of the daily routine. ICT: Using iPads for research and PfA	Weather Reflection on weather as part of the daily routine. ICT: Using laptops and iPads for research and PfA	Easter: Sharing the Easter story (in simple terms) Weather: Reflection on weather as part of the daily routine. ICT: Using laptops and iPads for research and PfA	the Spring (Easter, Mother’s day, May bank holidays etc) Annually: Eid, Mother’s Day: Positive Female Role models Weather: Reflection on weather as part of the daily routine. ICT: Using laptops and iPads for research and PfA	Father’s Day: Positive male role models Weather: Reflection on weather as part of the daily routine ICT: Using laptops and iPads for research and PfA	Fair, summer holidays, etc) Annually: Summer solstice Weather: Reflection on weather as part of the daily routine. ICT: Using laptops and iPads for research and PfA
My Independence	KS3 ASDAN: Transition Challenge					
	My Cooking & Food Technology Health and Safety in the kitchen Kitchen cleaning products Recognising basic cookery skills Using equipment safely My Shopping Preparing to go shopping What do I take Role play and modelling of how to make and use a list. How to exchange money. Personal, social & health Develop an understanding of personal hygiene My Travel Training	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 Personal, social & health Develop an understanding of getting dressed for the occasion and weather My Travel Training	My Cooking & food tech Healthy living and healthy eating Eatwell plate 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			

		To move around the school safely	To develop an understanding of being safe when out and about	
My Art Accreditation KS3 ASDAN Transition Challenge	My Creativity	Autum 1: Collage: pattern, texture and form, for e.g. 2D and 3D shapes and forms used in collage, faces and everyday objects using line and form (facial collages). Autum 2: Painting and Colour exploration: Colour, tone and pattern - Primary and secondary colour – secondary colours with black and white, colour wheels.	Spring 1: Printing: Explorative mark making using pattern and texture, for e.g. tie dye. Spring 2: Drawing: Line and space – Mark making	Summer 1: Textiles: Weaving – Concepts of in, out, over and under to create a ‘woven’ effect. Summer 2: Sculpture: Form and space – How to make various shapes, models, designs, versatility of clay.
My Music / My Dance		Autum 1: My Music: Making and using instruments – Various materials to create different sounds. Using instruments and programmes through the whiteboard. Creating music collaboratively. Autum 2: My Dance Preparation for Christmas Performance	My Music / My Dance: Explore different music genres and dance steps / routines to each style :e.g. dance, rap, rock, Indie, pop, classical.	My Music / My Dance: Traditional Music – Drumming workshops/ improvisation. Dance steps with pieces of traditional music. Traditional instruments.
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, drama games during communication / narrative study and play and leisure role play. Opportunities to share work and celebrate peers.		
My Play and Leisure		Structured Play • Board games • Structured play boxes • Pass the parcel • Puzzles • Jigsaws Develop following rules, teamwork, memory skills, coping with wining & losing, listening skills, turn	Free Play & Leisure <i>Creative and improvised with no set goal and unlimited possibilities.</i> Variety of activities and resources available; games, construction art & craft, outdoor play, ICT, mindfulness activities, outdoor games & equipment	Socio dramatic & role play & Parallel Play <i>Create imaginary worlds, characters, & scenarios, which relate to the real world</i> Variety of resources to enable pupils to act out real life scenes for example, doctors, hospital etc. Develop social, language, emotional regulation, life skills & model social behaviour, conversation & communication

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	taking, following rules, fine motor skills, cooperation, tolerance.		Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences, solving disagreements, conversation skills.			
My Thinking and Problem Solving x 3 lessons	My Thinking and Problem Solving Choose equipment to match activity. Money Recognise coins and notes.	My Thinking and Problem Solving Put items away in their usual place with prompt. Time Exploring time within a daily routine. Telling the time to o'clock and half past.	My Thinking and Problem Solving Recognises an activity from a small part of it. 2D and 3D shapes Identify and recognise common 2D and 3D shapes.	My Thinking and Problem Solving Link together different stages of a known activity. Measuring Describe and compare size, length, height.	My Thinking and Problem Solving Indicate what comes next in a familiar sequence. Weight and Capacity Describing and comparing weight and capacity.	My Thinking and Problem Solving Carry out a simple routine remembering some steps.
My Outdoor Learning	Orienteering Explore routes / maps.	Creativity Explore different plants/ flowers.	Wilderness Explore den building.	Environmental awareness Explore changes across the seasons including the weather.	Mini beasts Explore different mini beasts and creatures and their habitats.	Using tools Explore using basic tools.
My Physical Wellbeing	Large ball games Sensory circuits. Rebound / Aquatics Bikes	Target games Curling and Boccia Sensory Circuits. Rebound / Aquatics Bikes	Copying and remembering a routine Creating a routine to music using small and large apparatus. Rebound / Aquatics Bikes	Over the net games Table cricket Sensory circuits Rebound / Aquatics Bikes	Athletics Sport day games. Sensory circuits Rebound / Aquatics Bikes	Orienteering Treasure hunts Sensory circuits Rebound / Aquatics Bikes
My PSHCE	Self Awareness Celebrating personal strengths and uniqueness What are we proud of? Pressure and responding to it	Self Care and Support Public and Private places in school and in community Personal space Online safety – Stop, Close, Tell	Managing Feelings Mental wellbeing and how to maintain it How do I feel about myself and others	Healthy Lifestyles How can we keep healthy? What can harm our bodies? Alcohol, smoking, drugs.	The World I live in How and why we protect the planet What is money used for and where does it come from? The difference between want and need.	Topic recap What do they remember? Role Play Opportunities Teaching Others Performance/Assembly/Peer Teaching

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		Who can I get help from and when				opportunities to be arranged.
Preparing for Adulthood	Employment	Employment	Community Inclusion	Community Inclusion	Health	Health