

<p>The rationale underpinning our semi-formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p>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</p> <p>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</p>						
Semi-Formal						
<u>Curriculum</u> EQUALS & Adapted NC	Autumn Term	Spring Term		Summer Term		
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>					
My Communication	My Narrative, SALT Activities, Call and Response and Conversation Skills					
My English	A Midsummer Night's Dream	Dr Seuss - How the Grinch Stole Christmas	Stories from other cultures	Stories from other cultures	Greek Myths and Legends	Greek Myths and Legends
The World Around Me	People and Professionals: Looking at a range of different professions and roles Weather: Reflection on weather across the whole year	Festivals: Christianity: The Christmas Story Bonfire night Remembrance Day	Festivals: Holi and Easter Sharing new foods/ explore colour/ sharing stories	Spring: Identify changes in Spring Opportunities for Taking photos of the changes Mother's Day: positive women	A Long Time Ago: Choice from Vikings/Romans/Victorian Father's Day: positive men	Summer: Identify summer changes Fair/beach/holiday
My Independence	My Cooking & Food Tech Health and Safety in the kitchen Kitchen cleaning products Recognising basic cookery skills using equipment safety My Shopping Preparing to go shopping What do I take with me?		My Cooking & Food Tech Prepare basic food and drinks Organise themselves for cookery Weighing and measuring Simple recipes Food groups My Shopping Identify shops and products How to exchange money		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	

	<p>Role play and modelling of how to make a list, use a list and how to exchange money</p> <p>Personal, social & health</p> <p>Develop an understanding of personal hygiene</p> <p>My Travel Training</p> <p>To move around the school safely</p>	<p>Identify a safe stranger</p> <p>Online shopping</p> <p>Personal, social & health</p> <p>Develop an understanding of getting dressed</p> <p>My Travel Training</p> <p>To develop an understanding of being safe when out and about</p>	<p>Consider budgeting</p> <p>Personal, social & health</p> <p>Personal care</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>
<p>Creative Arts</p> <p>Storyhouse workshops with alternating classes half termly</p>	<p>Music - <i>Playing together and rhythmic structures – guitar and keyboard</i> -Follow and lead instructions, performing together rhythmically. Write lyrics to fit a melody.</p> <p>Rhythm 1 – Create rhythmic music to perform</p> <p>Tempo 2 – Playing in time – guitar/ keyboard to accompany</p> <p>Tempo 7 – Creating simple rhythmic tracks</p> <p>Art - Collage (1/2) - Pattern, texture and form –2D and 3D shapes and forms used in collage. Faces and everyday objects using line and form – facial collages.</p> <p>Painting (1/2) – Colour, tone and pattern - Primary and secondary colour – secondary colours with black and white, colour wheels</p> <p>Colour exploration - colour and tone</p> <p>Christmas performance</p>	<p>Music – <i>Grouping and Classifying Musical Instruments- Classical Music</i> – Explore how instruments can be grouped and classified. Follow and lead performance directions. Musical artwork relating to classical music.</p> <p>Timbre 2 – Different timbres of different instruments- sound stations</p> <p>Dynamics 5 – Gentle, soft music</p> <p>Rhythm 5- Recognise that instruments are everywhere and in everything</p> <p>Art- Printing (1) – Explorative mark making using pattern and texture – tie dye</p> <p>Drawing (1) – Line and space – Mark making</p> <p>Storyhouse Christmas performance</p>	<p>Music – <i>Exploring melodies and song structures- Pop and Dance Music</i>- Compose melodies using a small note range, record using graphic and letter notation. Compose lyrics and simple musical arrangements for a performance.</p> <p>Structure 1 – Develop the skill of re-writing a well-known pop song</p> <p>Structure 2 – Explore structural changes – pop songs</p> <p>Structure 5- Experience loops and dance music</p> <p>Art - Textiles (1) – Weaving – Concepts of in, out, over and under to create a ‘woven’ effect.</p> <p>Sculpture (1) – Form and space – How to make various 3D shapes.</p> <p>Digital media (2) – Photography – photomontage-surrealism</p> <p>Dorin’s Got Talent</p> <p>Recycled fashion show</p>
<p>My Play and Leisure</p>	<p>Structured Play</p> <p><i>Goal orientated play with staff joining in and offering direction.</i></p> <p>Group, pair or individual games:</p> <p>Board games, card games, Lego, puzzles, construction, Jenga, snakes & ladders, Marvel Avengers Top Trumps</p> <p>Functional Play</p> <p><i>Pupils explore objects as they are intended to be used.</i></p> <p>Toys and games that have a specific purpose:</p> <p>construction, vehicles, figures, Bingo</p> <p>Develop following rules, team-work, memory skills, coping with wining & losing, listening skills, turn</p>	<p>Free Play & Leisure</p> <p><i>Creative and improvised with no set goal and unlimited possibilities.</i></p> <p>Variety of activities and resources available; games, construction art & craft outdoor play, ICT, mindfulness activities, outdoor games & equipment</p> <p>Develop tolerance, creativity, imagination, sharing resources, cooperation, preferences, solving disagreements, conversation skills</p>	<p>Socio dramatic & role play & Parallel Play</p> <p><i>Create imaginary worlds, characters, & scenarios, which relate to the real world</i></p> <p>Variety of resources to enable pupils to act out real life scenes</p> <p>Develop social, language, emotional regulation, life skills & model social behaviour, conversation & communication</p>

Semi-Formal Long Term Plan – Cedar (2023-24)

	taking, following rules, fine motor skills, cooperation, tolerance					
My Thinking and Problem Solving	Choose equipment to match activity	Put items away in their usual place with prompt	Recognises an activity from a small part of it	Link together different stages of a known activity	Indicate what comes next in a familiar sequence	Carry out a simple routine remembering some steps
My Maths	Number Money	Number Time	Number shape	Number measurement	Number Weight and capacity	Number Handling data and information
ICT/Computing	Computer Programs/interactive activities Christmas shop PowerPoint		Posters and word processing Algorithms Discovery Coding		Animation Fake news	
My Outdoor Learning	Orienteering Describe a location and features/using a map	Creativity Investigating different plants/flowers	Wilderness explorers Explore and build shelters	Environmental awareness Changes in seasons including weather	Making a fire Pillow fairy	Using tools and problem solving Basic tools-hammer etc.
My PE	Invasion/territory games Football-kicking skills	Invasion/territory games Netball-throwing skills	Gymnastics Creating and performing a routine	Field games Cricket, rounders	Athletics Running Tennis	Target games Golf /sport day
My PSHCE (Taken from Jigsaw SOW)	Being in my World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Zones of Regulation	How zones fluctuate during the day	Triggers that influence my zones	Success in the green zone	Was the zone expected or unexpected?	Did my zone affect others?	Self-regulation