

<p><b>The rationale underpinning our semi-formal curriculum: 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>Semi-Formal</b>						
<b>Curriculum EQUALS &amp; Adapted NC</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Assessment:</b>	<p>Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning (EFL) for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
<b>My Communication</b>	<b>Sharing and Recording Weekend News</b>					
<b>My English</b>	<b>A Midsummer Night's Dream</b>	<b>Dr Seuss - How the Grinch Stole Christmas</b>	<b>Stories from other cultures</b>	<b>Stories from other cultures</b>	<b>Greek Myths and Legends</b>	<b>Greek Myths and Legends</b>
<b>The World Around Me</b>	<p><b>People and Professionals:</b> Looking at a range of different professions and roles</p> <p><b>Weather:</b> Reflection on weather across the whole year</p>	<p><b>Festivals:</b> Christianity: The Christmas Story</p> <p><b>Bonfire night</b></p> <p><b>Remembrance Day</b></p>	<p><b>Festivals:</b> Holi and Easter</p> <p>Sharing new foods/ explore colour/ sharing stories</p>	<p><b>Spring:</b> Identify changes in Spring Opportunities for Taking photos of the changes</p> <p><b>Mother's Day:</b> positive women</p>	<p><b>A Long Time Ago:</b> Choice from Vikings/Romans/Victorian</p> <p><b>Father's Day:</b> positive men</p>	<p><b>Summer:</b> Identify summer changes Fair/beach/holiday</p>
<b>My Independence</b>	<p><b>My Cooking &amp; Food Tech</b> Health and Safety in the kitchen Kitchen cleaning products Recognising basic cookery skills using equipment safety</p> <p><b>My Shopping</b> Preparing to go shopping What do I take with me? Role play and modelling of how to make a list, use a list and how to exchange money</p> <p><b>Personal, social &amp; health</b></p>		<p><b>My Cooking &amp; Food Tech</b> Prepare basic food and drinks Organise themselves for cookery Weighing and measuring Simple recipes Food groups</p> <p><b>My Shopping</b> Identify shops and products How to exchange money Identify a safe stranger Online shopping</p>		<p><b>My Cooking &amp; Food Tech</b> Healthy living and healthy eating Eatwell plate Problem solving Use the oven and hob</p> <p><b>My Shopping</b> Shopping in the community Recognise coins and exchange money Identify a safe place Consider budgeting</p> <p><b>Personal, social &amp; health</b></p>	

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

	Develop an understanding of personal hygiene <b>My Travel Training</b> To move around the school safely	<b>Personal, social &amp; health</b> Develop an understanding of getting dressed <b>My Travel Training</b> To develop an understanding of being safe when out and about			Personal care <b>My Travel Training</b> Develop an understanding of the world Road safety Using crossings Visit local places	
<b>Arts Award</b>	Students will work through Sections A, B and C of the Arts Award Discover throughout the year.					
<b>My Play and Leisure</b>	Participating in a variety of organised leisure activities such as quizzes, bingo, gaming, pamper, etc.					
<b>My Thinking and Problem Solving</b>	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
<b>My Maths</b>	<b>Number</b> Read, write, order and compare numbers upto and beyond 1000. <b>Money</b> Addition of money and calculating change.	<b>Number</b> Rounding to the nearest 10 and 100. <b>Time</b> 24-hour clock.	<b>Number</b> Addition to 1000 <b>Shape</b> Describe properties of common 2D and 3D shapes.	<b>Number</b> Multiplication up to the 12 times table. <b>Measuring</b> Compare metric measures of length. Measuring accurately.	<b>Number</b> Subtraction up to 4-digit numbers <b>Weight and Capacity</b> Compare measures of weight and capacity. Measuring accurately. <b>Number</b> Dividing up to $\div 12$ . <b>Handling Information and Data</b> Collecting information and presenting in a range of forms.	<b>Number</b> Dividing up to $\div 12$ . <b>Handling Information and Data</b> Collecting information and presenting in a range of forms.

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<b>ICT/Computing</b>	Creating a Halloween poster/invitation letters for school Halloween party. To include the history of Halloween.	Creating a Christmas shopping catalogue for a local department store.	Digital Literacy & Internet Safety	Computer programming activities	Designing a computer game or app	Designing a computer game poster
<b>My Outdoor Learning</b>	<b>Orienteering</b> Describe a location and features/using a map	<b>Creativity</b> Investigating different plants/flowers	<b>Wilderness explorers</b> Explore and build shelters	<b>Environmental awareness</b> Changes in seasons including weather	<b>Making a fire</b> Pillow fairy	<b>Using tools and problem solving</b> Basic tools-hammer etc.
<b>My PE</b>	<b>Invasion/territory games</b>  Football-kicking skills	<b>Invasion/territory games</b>  Netball-throwing skills	<b>Gymnastics</b>  Creating and performing a routine	<b>Field games</b>  Cricket, rounders	<b>Athletics</b>  Running Tennis	<b>Target games</b>  Golf /sport day
<b>My PSHCE (Taken from Jigsaw SOW)</b>	Being in my World  Celebrating Difference		Dreams and Goals  Healthy Me		Relationships  Changing Me	
<b>Zones of Regulation</b>	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