

<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;">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>Semi Formal Curriculum EQUALS</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>My Communication Narrative</b>	<b>Narrative storytelling –Fictional/non-fictional</b>					
<b>Call and response</b>	<b>Oliver Twist</b>		<b>The Princess and the Pea</b>		<b>A Midsummer Night’s Dream</b>	
<b>My English</b>	The Jungle Book	A Christmas Carol	Stone Age Boy	Treasure Island	Journey to Johannesburg	The Tempest
<b>The World Around Me</b>	<p style="text-align: center;"><b>Autumn</b> Identifying changes in Autumn, autumn animals. Sharing stories relating to Autumn Art work and taking photos related to changes in the environment. Identifying personal events in the Autumn (back to school, Halloween, Bonfire night etc)</p> <p style="text-align: center;"><i>Weather: Reflection on weather as part of the daily routine.</i></p>	<p style="text-align: center;"><b>Festivals:</b> Hannukah: Judaism- What is Hanukkah? Why and how do Jewish people celebrate Hanukkah. Sample the foods and play the games. Share the story of Hannukah.</p> <p style="text-align: center;"><b>Annually:</b> <b>The Christmas story Remembrance Day</b> <i>Weather Reflection on weather as part of the daily routine.</i></p>	<p style="text-align: center;"><b>The seasons: Winter</b> Identifying changes in Winter: Weather Identifying cold weather/ winter animals. Ice and snow. Opportunities for taking photos related to changes in the environment. Identifying personal events in the Winter (Christmas, New Year, Chinese New Year, Valentines etc.)</p> <p style="text-align: center;"><b>Annually:</b></p>	<p style="text-align: center;"><b>Water:</b> Changing states of Water. Exploring uses for water in different states and the water cycle: Opportunities to link with sciences and materials: exploring waterproof materials.</p> <p style="text-align: center;"><b>Annually:</b> <b>Mother’s Day: Positive Female role models</b> <i>Weather:</i></p>	<p style="text-align: center;"><b>Festivals:</b> Ramadan/ Eid What is Ramadan? Sharing Ramadan/ Eid stories, music, food. Holding an Eid party.</p> <p style="text-align: center;">Summer events <b>Annually:</b> <b>Father’s Day: Positive Female role models</b> <i>Weather: Reflection on weather as part of the daily routine</i></p>	<p style="text-align: center;"><b>Life cycles of plants:</b> What do plants need to grow and thrive? Do all plants need the same things and grow in the same way? Plant a variety of different, fast growing plants and experiment growing them in different ways, with and without light, in soil, in cotton wool, outside, inside etc. <i>Weather: Reflection on weather as part of the daily routine.</i></p>

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			<b>Easter</b> Weather: Reflection on weather as part of the daily routine.	Reflection on weather as part of the daily routine.		
<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> Develop an understanding of personal hygiene</p> <p><b>My Travel Training</b> To move around the school safely</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>Personal, social &amp; health</b> Develop an understanding of getting dressed</p> <p><b>My Travel Training</b> To develop an understanding of being safe when out and about</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> Personal care</p> <p><b>My Travel Training</b> Develop an understanding of the world Road safety Using crossings Visit local places</p>	
<b>My Art</b>	<b>My Creativity</b>	<p><b>Art- Collage (3) – Using colour. Negative and positive shape and space</b> – coloured collage, layering, positive and negative spaces.</p> <p><b>Digital media (1) – line, colour and pattern</b> – creatively using digital media</p> <p><b>Painting (3) – tonal exploration</b> – process of variation of tone.</p>	<p><b>Art - Printing (2) – Mono-printing using pattern and line</b> – various printing techniques.</p> <p><b>Drawing (2) – Line, shape and tone</b> – tone and line</p>		<p><b>Art - Textiles (2) – Texture and pattern</b> – recreating patterns and / or textures.</p> <p><b>Sculpture (2) – Form, shape and pattern</b> – 3D sculpture.</p>	
<b>My Music</b>		<p><b>Music - Playing together and rhythmic structures – guitar and keyboard</b> - (build on previous learning)</p> <p><b>Tempo 6 – Choices between preferred tempo – fast and slow</b></p> <p><b>Tempo 7 – Relate tempo to beat, pace and number – counting along to the beat</b></p> <p><b>Timbre 5 –Ostinato and improvisation</b></p>	<p><b>Music – Grouping and Classifying Musical Instruments – Classical Music</b> – (build on previous learning)</p> <p><b>Timbre 2 – Differentiate the different timbres of different instruments</b></p> <p><b>Dynamics 7 – Listen and respond to changes in dynamic</b></p>		<p><b>Music – Exploring melodies and song structures- Pop and Dance Music</b>-(Build on previous learning)</p> <p><b>Structure 2 – Explore structural changes – pop songs</b></p> <p><b>Structure 5 – Create a simple piece of music through Launchpad – structure and layers</b></p>	
<b>My Drama</b>		<p>Storyhouse works closely alongside different classes half termly, completing various workshops, led by the creative learning Practitioner. Pupils develop techniques such as storytelling, action and speech. Further opportunities are given throughout the year in conjunction with Storyhouse.</p>				

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	<p>Drama based on pupils’ interests. Exploration of various genres through mediums such as Mantle of the Expert and other cross-curricular opportunities. Pupils will take part in mime and role play; movement and gesture; still image; freeze frame; soundscapes; drama games; conscience alley; hot seating and 3D living pictures. Pupils will research favourite actors and films.</p> <p>Pupils will create their own small drama based on interests in mixed groups. This could be based on TV, film or stories. Learners to perform this to others or film on the iPad to share with others.</p> <p><b>Based on Routes 1-4: Interactive drama games, make believe and sensory make believe, drama from real-life experiences, storyboarding and improvisation</b></p>					
<p><b>My Play and Leisure</b></p>	<p><b>Free/unstructured play</b></p> <ul style="list-style-type: none"> <li>• Food play</li> <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>		<p><b>Structured Play</b></p> <ul style="list-style-type: none"> <li>• Board games</li> <li>• Structured play boxes                             <ul style="list-style-type: none"> <li>• Card games</li> <li>• Puzzles</li> <li>• Jigsaws</li> </ul> </li> </ul> <p>Abilities: listening skills, turn taking, following rules, fine motor skills, cooperation tolerance</p>		<p><b>Socio dramatic play &amp; role play</b></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 x 1 lesson</b> <b>My maths x 2 lesson</b></p>	<p><b>Number</b> Read, write, order and compare numbers up to and beyond 10,000.</p> <p><b>Money</b> Recognise relative value of coins and notes. Use decimal notation for money.</p> <p>Ask an adult for help to find an item not in its usual place</p>	<p><b>Number</b> Estimate by rounding to the nearest 10 or 100.</p> <p><b>Time</b> Read 12-hour analogue and digital time. Know that there are 24 hours in a day.</p> <p>Recognise there is not enough items for everyone</p>	<p><b>Number</b> Add numbers which total to 1000.</p> <p><b>Shape</b> Describe properties of shapes through numbers of sides, corners, edges, faces and bases.</p> <p>Recognise items don’t work and how we can fix it</p>	<p><b>Number</b> Count on in 6s, 7s, 8s and 9s.</p> <p><b>Measuring</b> Use and compare millimetres, centimetres, metres and kilometres.</p> <p>I can search for an item not in its usual place</p>	<p><b>Number</b> Subtract 1-, 2- or 3- digit numbers from number up to 1000.</p> <p><b>Weight and Capacity</b> Use and compare grams and kilograms, millilitres and litres.</p> <p>Choose and gather equipment for a familiar activity</p>	<p><b>Number</b> Share numbers by 6, 7, 8 and 9.</p> <p><b>Position and Direction</b> Use appropriate positional vocabulary, including the four compass points.</p> <p>Use tools and equipment appropriately</p>
<p><b>My Outdoor Learning</b></p>	<p><b>Focus: Orienteering</b> Describe the location of features and routes on a map.</p>	<p><b>Focus: creativity</b> Investigating different plants/ flowers.</p>	<p><b>Focus: wilderness explorers</b> Make a lean- to shelter with limited support.</p>	<p><b>Focus: environmental awareness</b> Discuss changes across the seasons</p>	<p><b>Focus: making a fire</b> Light a piece of cotton wool (fairy pillow).</p>	<p><b>Focus: using tools and problem solving.</b> Continued development of basic</p>

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				including the weather.		tools, hammer and bow saw.
<b>ICT</b>	Algorithms, Bee-Bots and coding Online Surfers Topic	Algorithms, Bee-Bots and coding Online Surfers Topic	Podcasting and Radio Word Processing – editing/ formatting Creating a poster	Podcasting and Radio Word Processing – editing/ formatting Creating a poster	Digital Literacy Making a Good Presentation	Digital Literacy Making a Good Presentation
<b>My PE</b>	<b>Invasion games</b>  Hockey- hitting and passing.  Rebound	<b>Target games</b>  Curling and Boccia-  Rebound	<b>Gymnastics</b>  Rebound	<b>Net and ball games</b>  Rebound	<b>Athletics-</b>  Rebound	<b>Orienteering</b>  Rebound
<b>My PSHCE (Taken from Jigsaw SOW)</b>	<b>Being Me in My World:</b> I understand who is in my school community, the roles they play and how I fit in I understand that my actions affect myself and others; I care about other people’s feelings I understand how groups come together to make decisions	<b>Celebrating Difference:</b> I understand that, sometimes, we make assumptions based on what people look like I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure I can identify what is special about me and value the ways in which I am unique	<b>Dreams and Goals:</b> I understand that sometimes hopes and dreams do not come true and that this can hurt I know how to make a new plan and set new goals even if I have been disappointed I can identify the contributions made by myself and others to the group’s achievement	<b>Healthy Me:</b> I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand the facts about smoking and drinking alcohol and its effects on health, and also some of the reasons some people start to smoke and drink I can recognise when people are putting me under pressure	<b>Relationships:</b> I can recognise situations which can cause jealousy I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I know how to show love and appreciation to the people and animals who are special to me	<b>Changing me:</b> I recognise that babies are made by the joining of a sperm and an egg. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
<b>Zones of Regulation</b>	Caution! Triggers ahead! I am more successful if I stay in the green zone.	Caution! Triggers ahead! Triggers that put me in the yellow zone.	Caution! Triggers ahead! Triggers that put me in the red zone.	Caution! Triggers ahead! How can I avoid my triggers	Caution! Triggers ahead! How can I avoid my triggers	Caution! Triggers ahead! Check in