

- Developing intentional communication and emerging skills with support
- • To understand and express in formal language system- (socialising , describing questioning, directing)
- • Multi- Sensory Early Reading—Bug Club
- • Rhythm and Rhyme & Song— story telling –traditional fairy tales
- • Developing Early Writing Use visual prompts supported by symbols and pictures- of Colourful Semantics approach .

- Structured , visual hands on approach
- Functional maths- Developing concepts of counting and understanding the number and its worth
- Structured activities through song and manipulatives to consolidate learning
- Number facts—introduction to timetables—repeated addition
- Patterns , Shape and space & measure

- Science— exploring their local environment
- Developing curiosity investigation— floating & sinking etc
- Finding patterns
- History— myself & community:
- Geography— Locations, Weather, Seasons, days of the week

### English and Communication

Developing attention and listening skills.  
Developing thinking skills, predicting ,

### Mathematical Skills

Developing attention and listening skills.  
Developing thinking skills, predicting ,

### Knowledge and Understanding

Developing attention and listening skills.  
Developing thinking skills, predicting ,

## Personal—Functional through themed Curriculum : Curriculum Pathway : Semi-Formal Challenge : (Band 2)

### Physical Development

Developing attention and listening skills.  
Developing thinking skills, predicting ,  
anticipating and linking experiences

### Creative

Developing attention and listening skills.  
Developing thinking skills, predicting ,  
anticipating and linking experiences.

### PSHRE

Developing attention and listening skills.  
Developing thinking skills, predicting ,  
anticipating and linking experiences.

- Developing gross and fine motor skills
- Hand eye coordination and balance
- SEN PE— develop confidence and independence
- Sport
- Dance—creative movement –Autumn term—vestibular
- Educational Visits—Fair Play House

- Music— tolerance of sound—participating in school band/performance
- Art
- Music Interaction
- Drama/Role play
- Developing personal & creative expression
- Whole School—themed Art weeks

- Understanding routines and anticipating them
- Self-help
- Development of emotions/emotional regulations
- Autonomy and control over personal care
- Celebrating Festivals
- Community visits

# Assessment Process: How are pupils achieving their goals?

