



Tollgate Primary School

Semi-Formal Challenge Pathway

Overall topic to engage and inspire, matching the needs of the learners with Opportunities to 'engage' both inside and out of the classroom throughout the day

Integration opportunities, educational experiences in the community and access to specialist rooms around school such as the sensory room, soft play, and life skills room

Classroom environment which allows for free exploration yet relatively clutter free. There should be a calm area to support self-regulation. Regularly cleared throughout the day. Displays promote learner work with explanations of what learning has been experienced in the classroom.

All learners working on self-care including eating, drinking and toileting.

Set routine. Most learners following individual schedules. Daily short circle time to work on communication skills / group interaction.

Model for Semi-Formal Challenge Classroom

Expectations communicated through a total communication approach.

Learners follow SALT plans so they have regular access to communication tools that they need to prepare themselves for learning. All learners work on individual communication skills and building functional communication. Learners use words, short phrases and sentences to convey meaning.

Learners working on individual activities- on a 1:1 basis or supported in groups and/or pairs where necessary. Clear focus on developing Learners Communication skills (words & ideas and how to join words and ideas) Targets worked on daily and given priority along with skills for independence. Individual focus for reading, writing and maths.

Sensory-based activities coupled formal approach to teaching including the use of colourful semantic strategies, and the use of manipulatives in maths.

Brain gym trails, sensory diets and movement breaks regularly throughout the day to encourage active learning.




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SEMI-FORMAL Challenge: Learners will have opportunities to access key areas of the national curriculum with support with an emphasis on promoting communication, learner voice and problem-solving skills. Our semi-Formal curriculum is delivered primarily through a thematic based approach that facilitates coverage of the curriculum through interconnected activities, where concepts are connected to and reinforced through a common theme. This provides a learner with opportunities to make real life connections resulting in richer understanding. It is a curriculum for learners who relate skills and knowledge to their own experiences making learning “real.”

SEMI-FORMAL EXPLORE <u>Characteristics</u>	<u>Person Centered Approach</u>	<u>Assessment</u>	<u>Strategies</u>
<ul style="list-style-type: none"> ✚ Intentional communication of needs, wants and desires in known situations Emergent use of skills and knowledge ✚ Sustained shared attention Greater contextual and social awareness ✚ Emerging problem-solving skills ✚ Developing levels of comprehension ✚ Greater response to environmental cues ✚ Learners working significantly below their age-related peers for most areas of the NC. 	<ul style="list-style-type: none"> ✚ Therapies ✚ SMSC ✚ PBSP ✚ Personal Learning Goals (PLG’s) ✚ Experiential learning ✚ EHCP ✚ Physical development ✚ Allow processing and response time ✚ Profiles 	<ul style="list-style-type: none"> ✚ EHCP Outcomes ✚ Evidence for Learning ✚ Development matters 2021 ✚ Early Learning Goal: EYFS ✚ Pre- key stage Standards 	<ul style="list-style-type: none"> ✚ Structured teaching and learning ✚ Subject specific teaching that is personalised Contextual learning through Educational Visits Total communication approach ✚ Alternative Augmentative Communication systems (AAC) ✚ Functional communication ✚ Colourful Semantics ✚ Visual supports ✚ Turn taking experiences ✚ Behaviour for learning ✚ Thematic learning that provides learning contexts and experiences ✚ Promotion of independence and problem solving



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<p>  Learners may have may have coexisting conditions. Learners may be working at the earliest levels of the National Curriculum or the pre-key stage standards for some curriculum area </p>			
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Semi-Formal Challenge: English (Includes Speaking, Listening, reading & Writing)			
	Communication	Reading	Writing
Aims: Why	We want our learners to develop the skills needed to allow them to communicate effectively with others, to be able to express their wants and needs, to be able to follow instructions and to ensure their voice is always heard. We want them to develop functional communication to allow them to be as independent as they can.	Reading is a fundamental life skill. We want our learners to progress with their reading skills, to read for meaning and to develop a love of reading. We will encourage them to read for enjoyment as well as for functional life reasons.	Writing is a key life skill. Many of our learners are at the mark marking or emergent writing stage, with a few beginning to write single letters and words. We offer real reasons for writing within the school environment, and opportunities to explore and develop skills to make choices as a writer, develop skills in spelling and choosing vocabulary.



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<p>Content: What</p>	<p>Learners will be supported to develop their communication through whatever method matches their level and needs. We will expand their breadth of vocabulary to enable them to communicate effectively with others. Learners will be taught how to use full sentences in their communication, how to ask and answer questions, to listen and respond to others and how to express their wants and needs.</p>	<p>Learners will be encouraged to engage with a wide range of fiction and non-fiction materials. We want our learners to enjoy reading, to listen to and interact with stories and have opportunities to retell stories in a range of ways including role play or with puppets. We will provide our learners with a range of opportunities to develop, practice and overlearn their reading skills.</p>	<p>Learners will have opportunities to mark make and write for meaning and enjoyment. We develop their writing skills using a multisensory approach, encouraging exploration, engagement, and the development of gross and fine motor skills. We create real opportunities for writing as part of the whole curriculum – through play, making lists, writing notes, character description, wanted poster. We may write instructions related to a science activity or food related, such as sequencing making a sandwich.</p>
<p>Implementati on: How</p>	<p>Learners will use a variety of methods to develop their communication including Sign-along, spoken language, , colourful semantics, social stories, visuals, symbols, the written word, timetables, Intensive Interactions and PECS. They will develop their social communication through conversations with peers. They will develop their expressive communication through storytelling and narratives. They will develop their receptive communication through listening to and responding to instructions.</p>	<p>Learners will have access to a range of fiction and non-fiction texts, stories and poems These may link to the topic or to learner’s specific interests. They will be supported to retelling the story and to answer who, why and where questions. We use the Bug Club Phonics Scheme for those ready to learn synthetic phonics. We have chosen this as it is multi-sensory and explores phonics at the very early stages, and so meets the ends of our learners. For some learners a whole word approach is more appropriate and so each learner has the reading curriculum tailored to their own needs. As their skills develop, they will be encouraged to sound words out and to</p>	<p>We have a range of approaches to writing that are tailored to each learner to ensure they experience success and feel a sense of pride in their achievements. Learners will be given the opportunity to explore mark making through sensory exploration in a wide range of contexts. They may use structures such as colourful semantics to develop sentence structure. We want all our learners to have opportunities to develop their writing skills at whatever stage they are at. They will begin to use word banks to aid spelling, write simple sentences, phrases and stories, focus on sentence structure and punctuation including nouns, verbs and</p>



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		decode and blend words, as well as learning core vocabulary.	adjectives. They may be supported to develop a legible style of handwriting, or they may write using assistive technology.
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Semi-Formal Challenge : My English Skill Development

Communication	Reading	Writing
<ul style="list-style-type: none"> ✚ Listens to and enjoys rhythmic patterns in rhymes and stories. ✚ Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. ✚ Shows interest in play with sounds, songs and rhymes. ➤ Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Listens to others one to one or in small groups, when conversation interests them. ✚ Copies familiar expressions. ✚ Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). 	<ul style="list-style-type: none"> ✚ Turns pages in a book, sometimes several at once. ✚ Listens with interest to the noises adults make when they read stories. ✚ Listens to stories with increasing attention and recall. ✚ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ✚ Interested in books and rhymes and may have favourites. ✚ Has some favourite stories, rhymes, songs, poems or jingles. ✚ Repeats words or phrases from familiar stories. ✚ Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ ✚ Enjoys rhyming and rhythmic activities. 	<ul style="list-style-type: none"> ✚ Draws lines and circles using gross motor movements. ✚ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ✚ Shows control in holding and using jugs to pour, hammers, books and markmaking tools. ✚ Makes connections between their movement and the marks they make. ✚ Beginning to use three fingers (tripod grip) to hold writing tools. ✚ Imitates drawing simple shapes such as circles and lines. ✚ May be beginning to show preference for dominant hand. ✚ Holds pencil between thumb and two fingers, no longer using whole-hand grasp.



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<ul style="list-style-type: none">✚ Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).✚ Learners attempt to communicate in greater depth by rephrasing themselves and changing their intonation or facial expression.✚ Beginning to ask simple questions.✚ Focusing attention – still listen or do but can shift own attention.✚ Is able to follow directions (if not intently focused on own choice of activity)✚ Selects familiar objects by name and will go and find objects when asked or identify objects from a group.✚ Understands simple sentences (e.g., 'Throw the ball.')✚ Identifies action words by pointing to the right picture, e.g., "Who's jumping?"✚ Understands more complex sentences, e.g., 'Put your toys away and then we'll read a book.'✚ Understands 'who', 'what', 'where' in simple questions (e.g., Who's that/can? What's that? Where is.?).✚ Developing understanding of simple concepts (e.g., big/little).	<ul style="list-style-type: none">✚ Shows awareness of rhyme and alliteration.✚ Recognises rhythm in spoken words.✚ Listens to and joins in with stories and poems, one-to-one and in small groups.✚ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.✚ Beginning to be aware of the way stories are structured.✚ Suggests how the story might end.✚ Listens to stories with increasing attention and recall✚ Describes main story settings, events, and principal characters.✚ Shows interest in illustrations and print in books and print in the environment.✚ Recognises familiar words and signs such as own name and advertising logos.✚ Looks at books independently. ➤ Handles books carefully.✚ Knows information can be relayed in the form of print.✚ Holds books the correct way up and turns pages.✚ Knows that print carries meaning and, in English, is read from left to right and top to bottom.	<ul style="list-style-type: none">✚ Holds pencil near point between first two fingers and thumb and uses it with good control.✚ Can copy some letters, e.g. letters from their name.✚ Begins to use anticlockwise movement and retrace vertical lines.✚ Begins to form recognisable letters✚ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.✚ Distinguishes between the different marks they make.✚ Sometimes gives meaning to marks as they draw and paint.✚ Ascribes meanings to marks that they see in different places
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<ul style="list-style-type: none">✚ Understands use of objects (e.g., “What do we use to cut things?”)✚ Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. ➤ Responds to simple instructions, e.g., to get or put away an object.✚ Beginning to understand ‘why’ and ‘how’ questions✚ Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.✚ Beginning to put two words together (e.g. ‘want ball’, ‘more juice’).✚ Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). <p>Beginning to ask simple questions.</p>		
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Semi-Formal Challenge: My Maths (Number, Shape, Space, Measure & Problem Solving)

Aims: Why	We strive to make Maths relevant, engaging and fun. Maths can be found in every part of day-to-day life and is a fundamental skill that we need to support our learners developing in preparation for adulthood.
Content: What	We teach the key skills needed for future life. We split the skills into the 2 areas of number and space, shape, and measures. Problem solving and real-life skills run throughout both. Concepts and skills taught will include counting, patterns & number sequences, ordering and comparing numbers, addition & subtraction, doubling and halving, word and real-life problems, investigation, puzzles, money problems, measures, 2D and 3D shapes, pattern, symmetry, position and direction, time, and data handling.
Implementation: How	We aim to root Maths in real experiences and use concrete manipulatives such as cubes, bead strings money, to help consolidate a learner's understanding of number and build a strong foundation on which to build further maths skills in addition, subtraction, multiplication, and division. Learners develop skills through practical activities, role play and real-life experiences. We ensure skills taught are generalised across a range of contexts.

Semi-Formal Challenge: My Maths Skill Development

Number	Shape, Space and Measure
<ul style="list-style-type: none"> ✚ Knows that things exist, even when out of sight. ✚ Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. ✚ Says some counting words randomly. 	<ul style="list-style-type: none"> ✚ Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. ✚ Uses blocks to create their own simple structures and arrangements. ➤ ✚ Enjoys filling and emptying containers. ✚ Associates a sequence of actions with daily routines.



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- ✚ Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- ✚ Recites some number names in sequence.
- ✚ Creates and experiments with symbols and marks representing ideas of number.
- ✚ Begins to make comparisons between quantities.
- ✚ Uses some language of quantities, such as 'more' and 'a lot'.
- ✚ Knows that a group of things changes in quantity when something is added or taken away.
- ✚ Uses some number names and number language spontaneously.
- ✚ Uses some number names accurately in play.
- ✚ Recites numbers to 50. 1-10. 10-20 etc
- ✚ Knows that numbers identify how many objects are in a set.
- ✚ Beginning to represent numbers using fingers, marks on paper or pictures.
- ✚ Sometimes matches numeral and quantity correctly.
- ✚ Shows curiosity about numbers by offering comments or asking questions.
- ✚ Compares two groups of objects, saying when they have the same number.
- ✚ Shows an interest in number problems.
- ✚ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- ✚ Shows an interest in numerals in the environment.
- ✚ Shows an interest in representing numbers.
- ✚ Realises not only objects, but anything can be counted, including steps, claps, or jumps.

- ✚ Beginning to understand that things might happen 'now'
- ✚ Notices simple shapes and patterns in pictures.
- ✚ Beginning to categorise objects according to properties such as shape or size.
- ✚ Begins to use the language of size.
- ✚ Understands some talk about immediate past and future, e.g., 'before', 'later' or 'soon'.
- ✚ Anticipates specific time-based events such as mealtimes or home time.
 - Begins to observe the time on a clock.
- ✚ Shows an interest in shape and space by playing with shapes or by using cubes (manipulatives) to create various shapes .
- ✚ Shows awareness of similarities of shapes in the environment. ➤ Uses positional language.
- ✚ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- ✚ Shows interest in shapes in the environment.
- ✚ Uses shapes appropriately for tasks.
- ✚ Beginning to talk about the shapes of everyday objects, e.g., 'round' and 'tall'



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Semi-Formal Challenge: My World (Science, History, Geography and Computing)				
	Science	History	Geography	Computing
Aims: Why	We want to develop every learner's curiosity for the world around them and how things we work. We aim to inspire learners to develop their skills and knowledge through, hands-on experiences and exciting opportunities.	To develop an awareness of their own timeline.	We want learners to begin to have a sense of where they belong	A high-quality computing education equips learners to use computational thinking and creativity to understand and change the world. Computing provides insights into both natural and artificial systems. The core of computing is computer science, in which learners are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, learners are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures that learners become digitally literate and can use and express



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				themselves and develop their ideas through, information and communication technology.
Content: What	In all their scientific experiences, learners will have the opportunity to investigate, express their ideas, make predictions, develop scientific vocabulary and be able to use that in practical activities, explain their ideas and develop reasons. Living Things • Life Processes • Humans and other animals • Plants • Living things in their environment / Minibeasts Physical Changes • Forces and motion • Light and sound Materials • Properties • Sorting	Learners will explore their personal history especially around what they could do as a baby and what they can do now. Learners will explore their family history and the changes within their lifetime. • Timelines • Family History • Key historic events and times • Famous people.	They will explore the local area and geographical features. They will observe signs in their environment. They will compare different localities. Local community and beyond • Maps • Transport • Countries and continents • Weather	Learners will gain the appropriate knowledge, skills and competencies, developing their confidence and capability to use digital technology thoughtfully throughout their lives. • Word processing • Use simple programmes • Keyboard skills • Coding • E-safety • Digital photography • Low- and high-tech devices
Implementation: How	Learners are actively involved in experiments. They are encouraged to make predictions of what might happen. Learners look at similarities and differences. They explore materials focusing on how they can change format.	Learners will look at their own history and think about the changes that have experienced in their lives or the lives of their families.	Learners will visit places in the community to look at differences and similarities.	Learners need to understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Learners will create and debug simple programs using logical reasoning to predict the



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				behaviour of simple programs. Learners in addition will use technology to create, organise, store, manipulate and retrieve digital content.
	<ul style="list-style-type: none"> ✚ A rolling topic cycles allows learners to develop skills and understanding through a range of fun and stimulating themes. ✚ Real life experiences, ICT, concrete resources, experiments. ✚ Learners will have the opportunities to experience sensory and exploratory play. ✚ Learners will have as many learning opportunities as possible outside the classroom to ensure they are having access to the wider world. 			

Semi-Formal Challenge: My World Skill Development

Science:

- ✚ Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, and poking.
- ✚ Remembers where objects belong.
- ✚ Matches parts of objects that fit together, e.g., puts lid on teapot.
- ✚ Talks about why things happen and how things work.
- ✚ Talks about how things feel.
- ✚ Can identify /sort different materials.
- ✚ Can notice similarities and differences.
- ✚ Can sort objects.
- ✚ Can predict what may happen.



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- ✚ Explores different forces.
- ✚ Explores different plants.
- ✚ Explores different animals.
- ✚ Can sort different animals.
- ✚ Can distinguish between loud and quiet.
- ✚ Can distinguish between dark and light.
- ✚ Can recognise different colours.
- ✚ Can sort different colours.

History:

- ✚ Is curious about people and shows interest in stories about themselves and their family.
- ✚ Enjoys pictures and stories about themselves, their families, and other people.
- ✚ Has a sense of own immediate family and relations.
- ✚ In pretend play, imitates everyday actions and events from own family and cultural background, e.g., making and drinking tea.
- ✚ Beginning to have their own friends.
- ✚ Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- ✚ Shows interest in the lives of people who are familiar to them.
- ✚ Remembers and talks about significant events in their own experience.
- ✚ Recognises and describes special times or events for family or friends.
- ✚ Shows interest in different occupations and ways of life.
- ✚ Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.

Geography:

- ✚ Enjoys playing with small-world models such as a farm, a garage, or a train track.
- ✚ Notices detailed features of objects in their environment.
- ✚ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- ✚ Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- ✚ Developing an understanding of growth, decay, and changes over time.
- ✚ Shows care and concern for living things and the environment.



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Computing:

- + Seeks to acquire basic skills in turning on and operating some ICT equipment. Knows how to operate simple equipment, e.g., turns on CD player and uses remote control.
- + Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Can operate a switch.
- + Can operate simple low-tech devices.
- + Makes a link between cause and effect.
- + Can type letters.
- + Can type words.
- + Can operate simple computer programme.
- + Can programme a simple operation.
- + Can take a photo.
- + Can record sound.
- + Knows that information can be retrieved from computers

Semi-Formal Challenge: My Creativity

(Includes Creative Arts, Art, Technology, Music & Movement & Drama)

Aims : Why

The creative arts are an integral part of the curriculum design developing key skills in expression, making choices, gaining enjoyment from the arts. We see the arts as an opportunity to develop confidence, communication, and social interaction. The development of learner's artistic awareness supports their imagination and creativity. It is important that learners have regular opportunities to engage with the arts and that they are encouraged to explore and play with a wide range of media and materials. The quality and variety of what learners see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they observe, hear, and respond to. Learners will be encouraged to develop self-expression and confidence-building through the creative arts



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	<p>as these are important skills that can be transferred across all areas of the curriculum. Learners will be encouraged to participate in group work to help support with peer interaction</p>
Content : What	<p>Learners will be encouraged to engage in a wide range of different media and partake in sensory exploration. Learners will be encouraged to explore their voices through vocalisations, singing songs and repeating rhymes. They will play tuned and un-tuned instruments, listen with concentration to and experience a range of high-quality live and recorded music. They will be given opportunities to listen and respond to music through their body movements. They will participate in imaginative play and role play with their peers.</p>
Implementation :How	<p>Using a range of media to create pictures, listen to and explore a range of instruments and songs, role play, imaginative play, music therapy, music interventions. We have a music room with a range of instruments where learners can explore rhythm and pitch and play percussion instruments. Singing songs and rhymes is an integral part of the day and a great way to develop social interaction and communication and have fun together. Learners have opportunities to explore art through a range of media in both 2D and 3D. Learners will plan and create models. They will explore different foods and be involved in food preparation.</p>



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Semi-Formal Challenge: My Creativity Skill Development

Art:

- ✦ Experiments with blocks, colours, and marks.
- ✦ Enjoys joining in with dancing and ring games.
- ✦ Explores colour and how colours can be changed.
- ✦ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- ✦ Beginning to be interested in and describe the texture of things.
- ✦ Uses various construction materials.
- ✦ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- ✦ Joins construction pieces together to build and balance.
- ✦ Realises tools can be used for a purpose.
- ✦ Uses a range of media to create paintings, pictures, portraits, drawing and mosaics.

Design Technology:

- ✦ Anticipates repeated sounds, sights, and actions, e.g., when an adult demonstrates an action toy several times.
- ✦ Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- ✦ Operates mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.
- ✦ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.
- ✦ Plans and creates simple models.
- ✦ Uses simple tools to effect changes to materials.
- ✦ Handles tools, objects, construction, and malleable materials safely and with increasing control

Food Technology:

- ✦ Gets actively involved in food explorations.
- ✦ Explores different textures, smells, and tastes.
- ✦ Tries a range of foods.
- ✦ Can follow a set of instructions to prepare food.
- ✦ Can follow a simple recipe to prepare food.



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- ✚ Understands the need for good hygiene when preparing food.
- ✚ Understanding healthy eating and food groups.
- ✚ Writes shopping lists.
- ✚ Goes shopping – can select and pay for ingredient

Music & Movement:

- ✚ Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- ✚ Imitates and improvises actions they have observed, e.g., clapping or waving.
- ✚ Begins to move to music, listen to or join in rhymes or songs.
- ✚ Joins in singing favourite songs.
- ✚ Explores different types of instruments.
- ✚ Creates sounds by banging, shaking, tapping, or blowing.
- ✚ Shows an interest in the way musical instruments sound.
- ✚ Sings a few familiar songs.
- ✚ Beginning to move rhythmically.
- ✚ Imitates movement in response to music.
- ✚ Taps out simple repeated rhythms.
- ✚ Explores and learns how sounds can be changed.
- ✚ Listens and responds to a range of cultural music.
- ✚ Experiments with different beats, patterns, rhythm, pitch, and tone.

Drama:

- ✚ Expresses self through physical action and sound.
- ✚ Pretends that one object represents another, especially when objects have characteristics in common.
- ✚ Beginning to use representation to communicate, e.g., drawing a line and saying, 'That's me.'
- ✚ Beginning to make-believe by pretending.
- ✚ Developing preferences for forms of expression.
- ✚ Uses movement to express feelings.



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- ✚ Creates movement in response to music.
- ✚ Sings to self and makes up simple songs.
- ✚ Makes up rhythms.
- ✚ Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- ✚ Pre-Formals in imaginative role-play based on own first-hand experiences.
- ✚ Builds stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.
- ✚ Uses available resources to create props to support role-play.
- ✚ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or word

Semi-Formal Challenge: My Physical Development

(Includes PE)

Aims : Why

- ✚ We aim to support our learners to develop their core strength, improve their body awareness and movement to promote better physical emotional and psychological health.
- ✚ We encourage our body to make purposeful movements with intent to develop their independence
- ✚ We support learners to improve on their social and gross motor skills to enable them to develop greater independence.
- ✚ The inclusion of Postural management helps support with the quality of life of the learners. It helps improve daily functioning and participation by ensuring that learners are comfortable and ready to learn which in turn leads to less disruptive behaviours.
- ✚ Learners are introduced to a range of sporting activities to extend their physical, mental, and cultural wellbeing.



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Content : What	<ul style="list-style-type: none">✚ Learners will engage in a wide range of physical development session.✚ Self-help skills are promoted in all activities throughout the school day and learners are always encouraged to be an independent as possible.✚ Learners build on and embed the physical development skills learned and become more competent, confident, and expert in their techniques.✚ Learners take part in seasonal sport and PE activities throughout the year including team games, individual sports, athletics, health related exercise, swimming, and outdoor education.✚ Learners work towards knowing what makes a performance effective and how to apply these principles to their own and others' work. Learners are encouraged and supported in their development of confidence and interest to get involved in exercise, sports, and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
Implementation :How	<ul style="list-style-type: none">✚ A variety of strategies will be used to support the learners with their physical development including PE, games, dance, gymnastics, swimming fine and gross motor skills✚ Learners work on their teamwork and individual performance skills in lessons.✚ We link these to real world environments and empower learners with confidence and knowledge.



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Semi-Formal Challenge: My Physical Development Skill Development

Gymnastics:

- ✦ Walks around the school without holding the hand of adult.
- ✦ Comes downstairs independently
- ✦ Walks downstairs, two feet to each step while carrying a small object.
- ✦ Walks upstairs or downstairs holding onto a rail two feet to a step.
- ✦ Quats with steadiness to rest or play with object on the ground and rises to feet without using hands.
- ✦ Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- ✦ Runs safely on whole foot.
- ✦ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- ✦ Can stand momentarily on one foot when shown.
- ✦ Can balance of different parts of their body
- ✦ Jumps off an object and lands appropriately.
- ✦ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.
- ✦ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.
- ✦ Travels with confidence and skill around, under, over and through balancing and climbing equipment. Games
- ✦ Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it.
- ✦ Can kick, roll, throw, bounce, catch, hit, and bat a ball. ➤ Participates in different games. Dance
- ✦ Moves their body in response to music.
- ✦ Can follow a rhythm.
- ✦ Can follow a beat.
- ✦ Can move in time to music

Games:

- ✦ Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it.
- ✦ Can kick, roll, throw, bounce, catch, hit, and bat a ball.



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✚ Participates in different games.

Dance:

- ✚ Moves their body in response to music.
- ✚ Can follow a rhythm.
- ✚ Can follow a beat.
- ✚ Can move in time to music

Semi-Formal Challenge: My Wellbeing



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	PSHE	RSE	RE
Aims : Why	The development of PSHE helps learners to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. It builds on the learner's resilience whilst supporting them to maintain focus and shared attention. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for Learners, particularly the most vulnerable and disadvantaged.	Incorporating RSE ensures our learners explore and engage in building healthy relationships. It supports our learners to recognise changes to their self and their body whilst developing personal care routines.	RE allows our learners to experience and engage in learning about different religions and the beliefs of others. It promotes the spiritual, moral, social, and cultural development within different communities.
Content: What	Learners will be encouraged to engage in a variety of areas that support their wellbeing. Learners will be encouraged to promote areas of their own wellbeing and strategies they can use to support physical and mental health. They will develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into themes		
	<ul style="list-style-type: none"> ✚ PSHE All About Me ✚ My family My wider community ✚ Bullying & Discrimination ✚ Making Choices & Resolving Conflicts Changes & New Beginnings ✚ Health and Safety ✚ British values and rule of law 	<ul style="list-style-type: none"> ✚ Friendship & Relationships ✚ My body ✚ Puberty ✚ Sexual Relationships 	Different religions and beliefs e.g. <ul style="list-style-type: none"> ✚ Judaism ✚ Christianity ✚ Hinduism ✚ Buddhism ✚ Sikhism ✚ Islam Places of worship
Implementation: How	Learners will have the opportunities through community visits, shared attention activities, sensory activities, social stories and personalised routines. In addition, learners will be encouraged to participate in social interactions and group work. They will have the opportunities to participate in assemblies and discuss key achievements. Learners will be encouraged to participate with more purposeful intent		



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Semi-Formal Challenge: My Wellbeing Skill Development

PSHE:

- ✚ Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- ✚ Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle.
- ✚ Responds to a few appropriate boundaries, with encouragement and support.
- ✚ Begins to learn that some things are theirs, some things are shared, and some things belong to other people. ➤ Seeks comfort from familiar adults when needed.
- ✚ Can express their own feelings such as sad, happy, cross, scared, and worried.
- ✚ Responds to the feelings and wishes of others.
- ✚ Aware that some actions can hurt or harm others.
- ✚ Tries to help or give comfort when others are distressed.
- ✚ Shows understanding and cooperates with some boundaries and routines.
- ✚ Can inhibit own actions/behaviours, e.g., stop themselves from doing something they shouldn't do.
- ✚ Understands right and wrong.
- ✚ Able to follow simple rules.
- ✚ Growing ability to distract self when upset, e.g., by engaging in a new play activity.
- ✚ Aware of own feelings and knows that some actions and words can hurt others' feelings.
- ✚ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- ✚ Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
- ✚ Can usually adapt behaviour to different events, social situations, and changes in routine.
- ✚ Clearly communicates wet or soiled liner or underwear.
- ✚ Shows some awareness of bladder and bowel urges.
- ✚ Shows awareness of what a toilet is used for.
- ✚ Clearly communicates their need for the toilet.
- ✚ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- ✚ Can usually manage washing and drying hands.
- ✚ Shows a desire to help with dressing/undressing and hygiene routines.



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- + Dresses with help, e.g., puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
- + Helps with clothing, e.g., puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.
- + Beginning to be independent in self-care, but still often needs adult support.
- + Can dress independently.
- + Can feed themselves independently.
- + Develops own likes and dislikes in food and drink.
- + Willing to try new food textures and tastes.
- + Feeds self competently with spoon.
- + Drinks well without spilling.
- + Beginning to recognise danger and seeks support of significant adults for help.
- + Can tell adults when hungry or tired or when they want to rest or play.
- + Observes the effects of activity on their bodies.
- + Understands that equipment and tools must be used safely.
- + Recognises themselves.
- + Recognises familiar adults/ family members/peers.
- + Explores different places within the school.
- + Explores different places in the local community.
- + Makes a choice using visual/ concrete prompts.
- + Makes a choice independently. ➤ Participates in simple self-help/ life skill activities.

RSE:

- + Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g., ventures away to play and interact with others, but returns for reassurance if becomes anxious.
- + Plays cooperatively with a familiar adult, e.g., rolling a ball back and forth. Interested in others' play and starting to join in.
- + Seeks out others to share experiences.
- + Shows affection and concern for people who are special to them.
- + May form a special friendship with peers.
- + Can play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with peers.



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- ✚ Initiates play, offering cues to peers to join them.
- ✚ Keeps play going by responding to what others are saying or doing.
- ✚ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
- ✚ Gradually able to engage in pretend play with toys (supports learner to understand their own thinking may be different from others).
- ✚ Demonstrates sense of self as an individual, e.g., wants to do things independently, says "No" to adult.
- ✚ Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 52
- ✚ Can select and use activities and resources with help.
- ✚ Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.
- ✚ Is more outgoing towards unfamiliar people and more confident in new social situations.
- ✚ Confident to talk to other learners when playing and will communicate freely about own home and community.
- ✚ Shows confidence in asking adults for help

RE:

- ✚ Explores different religions and cultures.
- ✚ Listens to stories from different religions.
- ✚ Listens to music from different religions.
- ✚ Explores different cultural foods.
- ✚ Explores different cultural events.
- ✚ Explores different religious artefacts.
- ✚ Explores different places of worship