



Alfreton Park Semi-Formal Long -Term Plan- Three Year Cycle

At Alfreton Park we offer a curriculum for our Semi-formal pupils which promotes autonomy, communication, repetition and a sense of community. We begin to include some more structure and formalised lessons although these remain in the areas of our school curriculum; the four areas of the EHCP. We ensure our sessions are rich in awe and wonder and develop the skills and knowledge they need to move through school life.

Our environment is stimulating, engaging, warm and inviting with opportunities for child led or focused learning which promotes challenge, exploration, excitement and builds a love of learning.

It is our intent that all our children develop physically, cognitively and emotionally in a space which encourages and promotes cultural capital and British values in a meaningful and purposeful way.

We ensure our pupils ILP targets which are taken from the EHCP are at the heart of our learning, entwined with the 4 areas of the EHCP as well as linking health, mobility and independence.

At Alfreton Park our pupils are caring, respectful, confident. Have a sense of self believe and reach for the stars. ★

We have created the long -term plan through the use of the EQUALS semi formal Curriculum scheme of work. The parts of the curriculum we follow are as follows;

My Communication

My independence

The world about me

We have also taken elements of the national curriculum and adapted to meet the needs of our learners; these include:

Literacy

White Rose Maths

Music

PE

Art



Cycle 1 – Semi-Formal Pathway YEAR 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	The world about me Who am I/ Ourselves? Getting to know my new class Being me, in my world Explore all the senses-removing a sense and see what happens. Use single senses. Learn about similarities and differences between others. Looking after out self. Looking after others (including animals) with care and compassion.	The world about me Light and Dark Absence of light. Interact with a range of light sources. Learn about light and how it affects objects. Observe light sources in more intense dark rooms and how they change vision etc. Explore hot and cold temperatures and how to measure. Learn about materials that keep objects hot or cold.	The world about me Sorting and using materials Explore everyday objects and their properties. Explore senses and develop skills of observation. Group and sort materials in different ways.	The world about me Who put the colours in the rainbow? Colour naming, sorting, mixing. Painting. Elmer or other stories including 'The Day the Crayons Quit'	The world about me History Ancient Greeks Explore the ancient Greeks. What did they like to eat, games they played, culture, explore the Olympics	The world about me Water, water, everywhere Water cycle, ponds, rivers, oceans. The importance of water. Where does water come from? What do we need water for?
Communication and Interaction	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory
	Attention Autism Bucket: My senses	Attention Autism Bucket: Lights	Attention Autism Bucket: Textured/ noisy materials	Attention Autism Bucket: colours	Attention Autism Bucket: Olives, shiny mermaid, horse, jack in a box	Attention Autism Bucket: water spray, pouring water, sprinkling water
	My Communication To work on 'I want' communications...' To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words.	My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To communicate with	My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3-part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY Recycling station,	My Communication Declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately. Practice communication in settings such as	My Communication Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term.

	ROLE PLAY- Home role play, toy shops for favoured toys/ games	peers and others around them. To establish choices that might have consequences. ROLE PLAY – sensory dark tent,	Shops, supermarket, dustbin men	parties, weddings etc. ROLE PLAY Smoothie bar, ice cream parlour, the sweet shop	ROLE PLAY Travel agents to Greece, Greek café, Olympics	ROLE PLAY Ponds, fishing, water play linked to water travelling/ rivers, swimming pool, water safety
Cognition and learning	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	<p><i>Traditional stories</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Traditional stories, with predictable text and patterned language.</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Labels and lists</i> <i>Labelling different types of objects, list of items in a supermarket.</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Poems</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Myths and Legends</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Sensory stories</i></p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>
	Texts	Texts	Texts	Texts	Texts	Texts
	<p>Gingerbread man</p> <p>Hansel and Gretel</p> <p>Pinocchio</p> <p>Ugly duckling</p>	<p>WoW said the owl</p> <p>Peace at last</p> <p>Owl babies</p> <p>Go sleep in your own bed</p>	<p>The messy magpie</p> <p>Michael recycles</p> <p>What a waste!</p> <p>The life of a little plastic bottle</p>	<p>Brown bear</p> <p>The colour monsters</p> <p>I can sing a rainbow</p> <p>A range of colour poems</p> <p>Traffic light poems</p>	<p>Trojan horse</p> <p>Pandoras box</p> <p>Sword in the stone</p> <p>Little mermaid</p>	<p>Splish splash</p> <p>The rainy day</p> <p>1,2,3,4, 5 once I caught a fish alive.</p> <p>Whole at the bottom of the sea</p>
	<p>Read, write, Inc</p> <p>Pupils may not be following the program as not yet ready, but should still have the experience of weekly sounds, letters, rhyme time and other pre literacy reading, writing skills.</p>					
	Maths- Number	Maths- Geometry	Maths- Measurement	Maths- Number	Maths- Time	Maths- Statistics
	<p>To put in and take out. To make with 1:1 correspondence. To hear, listen and participate in a</p>	<p>Exploring a range of 2/3D shapes. Creating shapes and patterns. Creating towers and sculptures. To create</p>	<p>To cut different lengths of materials, explore these and make own ribbon ring or mobile.</p>	<p>Giving one on request, including when working with early money and number e.g., 1p. Will</p>	<p>Understanding music cues and OOR</p> <p>Days of the week</p> <p>Exploring routines within the day, getting dressed,</p>	<p>Grouping and matching pictures to sets.</p> <p>Matching patterns</p>

	<p>range of number rhymes and games. To demonstrate an awareness of cause and effect e.g., ready, steady go...</p> <p>To match numerals and be supported to count out amounts. Rote counting.</p>	<p>shapes using playdough. Inset jigsaw puzzles and increasingly complex jigsaws. Sort shapes into groups of the same. Match symbols to shapes. Name and colour in shapes. Create artwork using one shape only.</p>	<p>To handle big and small of the same item. Will order from biggest to smallest. Will use vocabulary relating to the different sizes. Explore objects such as stacking cups and Russian dolls. Draw around each other and compare height. Measure self against number of an objects.</p>	<p>match numbers to rhyme sheets, Will have an awareness of 1 or lots. Will find the bigger or smaller of two groups. Give me one more, take one away. Rote counting.</p>	<p>breakfast, teeth brushing. Order these in symbol format. Begin to use and understand words that demonstrate a passage of time.</p>	<p>Copying patterns (chapes, clapping, beats) To label objects, including those with numbers. To take the register in class and mark off who is here. Simple word problems</p>
	<p>The Arts, Music and Technology</p> <p>Art Collage (E2)– Faces and everyday objects. Encountering different artist who use a range of foods and their wider imagination to create faces.</p> <p>Music Tempo – Listening – change of tempo – fast and slow songs Harvest festival</p> <p>Technology Traditional story sliders.</p>	<p>The Arts, Music and Technology</p> <p>Art Digital Media (E2) – Exploring a range of lines and patterns.</p> <p>Music Watching and listening – loud and quiet – call and response Nativity!</p> <p>Technology Exploring lights on and off.</p>	<p>The Arts, Music and Technology</p> <p>Art Sculpture (E3) - Clay.</p> <p>Music Rhythm 1 – resonance boards Stomp! Drums, bins etc Drums and voice</p> <p>Technology Mechanisms.</p>	<p>The Arts, Music and Technology</p> <p>Art Frida Kahlo Painting (E1) – Encountering primary and secondary colours.</p> <p>Music Encounter percussion– Tempo 4 Soundboards – encourage to explore and develop Rock/pop from the 50's to 90's</p> <p>Technology Fibres and Fabrics.</p>	<p>The Arts, Music and Technology</p> <p>Art Textures (E1) – Weaving.</p> <p>Music Rhythm 2 – drums and percussion – cultures – music from around the world Action songs – movement – develop understanding</p> <p>Technology Pop - up book.</p>	<p>The Arts, Music and Technology</p> <p>Art Print making (E1) Tye Dye.</p> <p>Music Animals – Tempo and feelings Carnival of the Animals – actions Movement and rhythm – dance and percussion</p> <p>Technology Water wheels</p>
	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>	<p>Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's</p>
	<p>Cookery Skill: Juice using a juicer to extract e.g., orange juice or squeezing with hands</p>	<p>Cookery Skill: Mixing using spoons or a hand whisk, e.g., angel delight, custard powder, single cream to whipped</p>	<p>Cookery Skill: Peel by hand, oranges/banana Or using a peeler, e.g., to peel the skin of an apple or potato</p>	<p>Cookery Skill: Spread using a knife, soft ingredients e.g., butter, cheese spread, hummus etc.</p>	<p>Cookery Skill: Shape by hand, e.g., bread roll or cookie dough</p>	<p>Cookery Skill: Shape by rolling pin e.g., biscuit dough</p>
<p>Computing EYFS/KS1 taken from purple mash</p>	<p>Purple Mash/ Computing</p> <p>2paint a picture</p>	<p>Purple Mash/ Computing</p> <p>2Go</p>	<p>Purple Mash/ Computing</p> <p>Online safety</p>	<p>Purple Mash/ Computing</p> <p>2paint a picture</p>	<p>Purple Mash/ Computing</p> <p>Ancient Greeks/ Browse subjects</p>	<p>Purple Mash / Computing</p> <p>Maths and handling data 2Count</p>

KS2/3 <i>Use the most suitable for your teaching group</i>	Making toys/ items work	Cause and effect Using the IWB		Coding	Digital painting	Using Apps
Physical and sensory	Fundamentals Follow cards in school.	Dance See equals KS1,2,3 (depending on KS you teach) - improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers. Create dances and performances for Christmas productions.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes. Flexibility Strength Technique Core Balance	Invasion games Hockey Holding a stick and using this to control a ball. Moving at different speeds with a ball, dribbling around apparatus. Using ball to shoot into a goal. Begin to understand rules of Hockey and how to attack in different situations. Begin to play basic games	Net and Ball games Rounders To hold bat correct and understand the rules of the game. To name different pieces of equipment and familiarise self with these. To begin to practise hitting the balls. To play games of rounders and develop sportsmanship	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.
	Outdoor and Adventurous Takes place at Lea green twice a year where pupils access a mixture of outdoor and adventurous activities including, bikes, bush craft, high/ low ropes, climbing wall, problem solving and orienteering activities. Pupils also access orienteering activities which take place throughout the year run by AVSSP.					
	Sherborne Body awareness	Sherborne where is my body in space?	Sherborne Reach and stretch	Sherborne Sharing space	Sherborne Following routine	Sherborne Working with a peer
	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.
	My Independence Dressing and undressing	My independence	My Cooking	My Cooking	My Shopping	My shopping



Cycle 2 – Semi-Formal Pathway YEAR 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	The world about me Our Family & people who help us. Who is a part of our family? Parents, siblings, carers, grandparents, wider family, school. How do they help us?	The world about me Keeping Warm! How can we stay warm when it is cold outside? Look at clothing, foods, we eat, activities to stay warm, what do animals use to keep warm?	The world about me Earth, Space & the Solar System Explore the solar system, space, the moon and planets. Can be linked to drama and visits to the moon/ space. Astronauts/ spaceships/ rockets.	The world about me Weather & the seasons Link weather types to the different seasons, explore activities, special clothing, foods we eat during different seasons.	The world about me Motion. How things work. Linking to forces push, pulls, making things happen, batteries and energy sources.	The world about me Green Plants and good things for our bodies. Explore planting a range of vegetables, what do they need to grow? why are they good to eat? Benefits of healthy foods
Communication and Interaction	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.
	Attention Autism Bucket: People who help us	Attention Autism Bucket: Hand warmer, hat, ice pack, gloves	Attention Autism Bucket: yellow light, white light moon, star lights, black material	Attention Autism Bucket: Water sprayer, yellow light, wind blower	Attention Autism Bucket: Wind up cars, ramps and cars, light spinner	Attention Autism Bucket: water spray, dancing cactus, sprinkle soil
	My Communication To work on 'I want' communications... To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY – Home corner with dressing up, Italian restaurant	My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To communicate with peers and others around them. To establish choices that might have consequences.	My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3-part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY – Space station, Rocket ship, the moon	My Communication Declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately. Practice communication in settings such as parties, weddings etc.	My Communication Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours ROLE PLAY Car/ bus garage, racing track,	My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term. ROLE PLAY

		ROLE PLAY- Bonfire night, dressing up find the warm clothes – Clothes shop Polar express		ROLE PLAY Weather station, TV weather presentation, dressing up	science station – various textures and cars for testing friction	Garden centre, small garden, farm/ vegetable patch
Cognition and learning	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	<p><i>Stories from other cultures</i></p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>The Alphabet!</i> (Assessment at what we can do- additional drive on reading and phonics to ensure correct streamlined groups if appt.)</p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Fiction/ Non-fiction texts</i></p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Rhymes</i></p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Instructions- following a set of instructions, writing instructions</i></p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>	<p><i>Stories with predictable texts</i></p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle.</p> <p>Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks.</p> <p>Beginning to make marks (either independently and copy these) start to give meaning to the marks they make.</p> <p>Begin to draw faces and add features etc.</p> <p>Scissor skills</p> <p>Joining materials together</p>
	Texts	Texts	Texts	Texts	Texts	Texts
	<p>Handa's surprise/ hen</p> <p>Aladdin</p> <p>Mulan</p> <p>Din sum for everyone</p> <p>Paddington bear</p>	<p>Lost and found</p> <p>One snowy night</p> <p>Goodbye summer hello autumn</p> <p>It's a cold dark night</p>	<p>Whatever next</p> <p>Rocket girl</p> <p>Back to earth with a bump</p> <p>The universe</p>	<p>Singing in the rain</p> <p>I hear thunder</p> <p>It's raining its pouring</p> <p>Pitter patter raindrops</p> <p>The sun has got his hat on</p> <p>Frosty the snowman</p>	<p>Hokey cokey</p> <p>The grand old duke of York</p> <p>The pirate went to sea</p> <p>Cha Cha slide</p>	<p>Jack and the beanstalk</p> <p>Little red hen</p> <p>The tiny seed</p> <p>Each peach, pear, plum</p>

	Cookery Skill: Cut out (placing cutter into positions) Recipes to include; Scones, biscuits etc.	Cookery Skill: Spoon & mix to include hot and cold drinks. Moving ingredients from containers with accuracy loosely combining ingredients	Cookery Skill: Spread ingredients evenly over another food e.g., sandwich	Cookery Skill: Tear and snip. Using hands to tear herbs, pepper, lettuce etc. Then introduce scissors for snipping. Recipes to include salads	Cookery Skill: Measure to include counting out ingredients using a spoon and introduction to measuring jug. Recipes to include; healthy pancakes	Cookery Skill: Peel including by hand, with swivel peeler & creating food ribbons. Food to include, fruit & vegetables
Computing EYFS/KS1 taken from purple mash KS2/3 Use the most suitable for your teaching group	Purple Mash/ Computing Create a story <i>Cause and effect/ IWB</i>	Purple Mash/ Computing Purple mash/ computing Simple city Park	Purple Mash/ Computing Online safety	Purple Mash/ Computing Paint projects – Weather <i>Making toys work</i>	Purple Mash/ Computing 2Design and make <i>Bee bots</i>	Purple Mash/ Computing Simple city Garden Centre <i>Digital painting</i>
Physical and sensory	Fundamentals Follow cards in school.	Dance See equals KS1,2,3 (depending on KS teaching) - improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	Invasion games Tag Rugby. Own agility, working on speed and direction. Rolling and receiving balls. Throwing and catching. Begin to play games of tag rugby with peers. Removing Velcro strips at different speeds. Putting ball down between a space.	Net and Ball games Netball Passing- different types. Catching. Pivoting. Stop, starting. Distances between people. Shooting. Playing basic games as a team.	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.
	Outdoor and Adventurous Takes place at Lea green twice a year where pupils access a mixture of outdoor and adventurous activities including, bikes, bush craft, high/ low ropes, climbing wall, problem solving and orienteering activities. Pupils also access orienteering activities which take place throughout the year run by AVSSP.					
	Sherborne Body awareness	Sherborne Where is my body in space?	Sherborne Reach and stretch	Sherborne Sharing space	Sherborne Following routine	Sherborne Working with peers
	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level	Hydrotherapy For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim



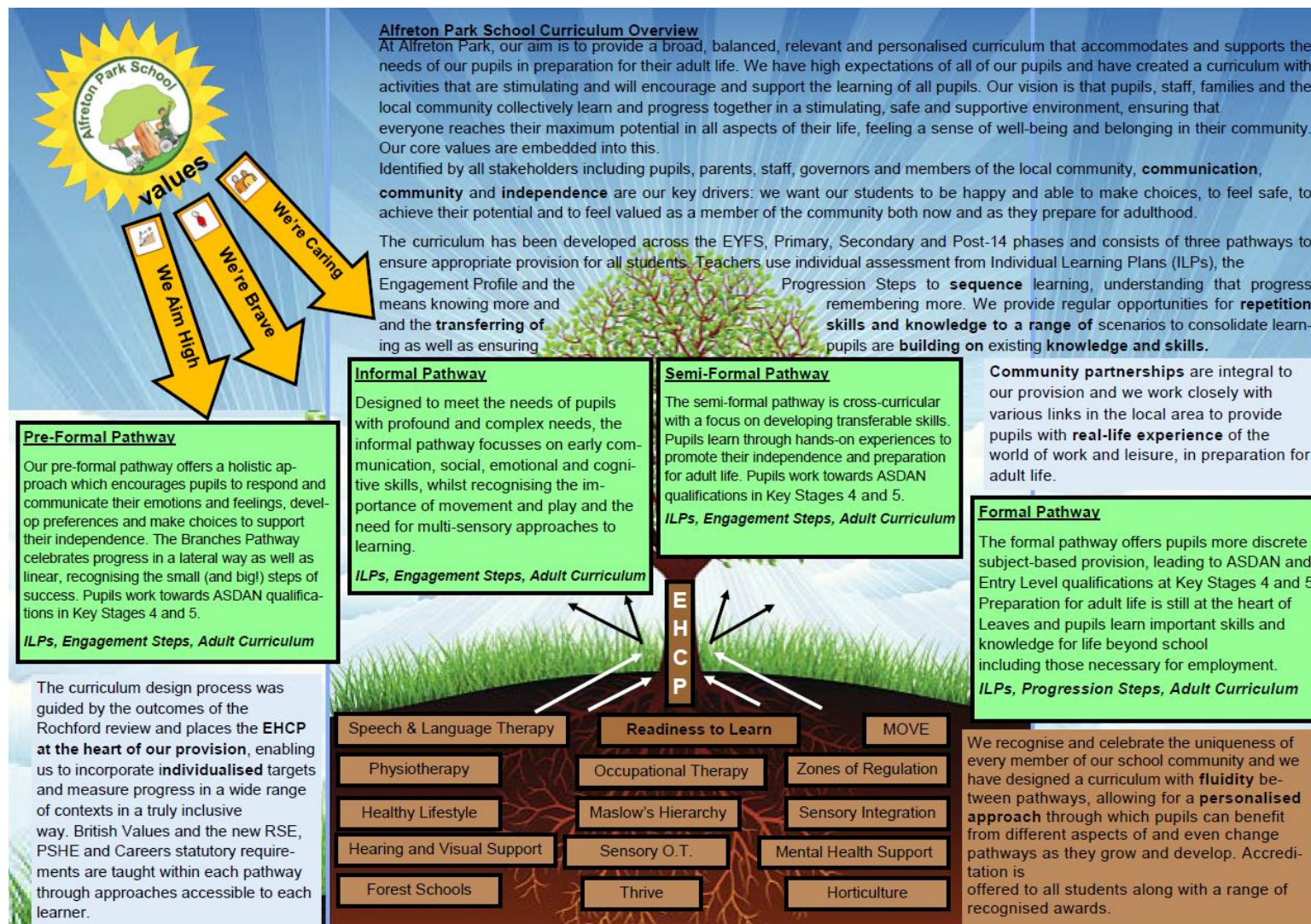
Cycle 3 – Semi-Formal Pathway YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	The world about me Superheroes Who are our Superheroes? Family, Doctors, nurses, dentists, friends, police, fire, ambulance, Coastguards.	The world about me Transport and Travel (including how to stay safe) How do we travel? Cars, bikes, trains, buses, aeroplanes, boats. How do we keep safe when using these modes of transport? Seatbelts, helmets, follow instructions. Where could we travel to and how?	The world about me Dinosaurs and evolution When did Dinosaurs walk the earth? Types of dinosaurs, landscapes, what did they eat? How did they evolve? What ended the dinosaurs?	The world about me Minibeasts What are the different types of minibeasts? Where can we find minibeasts, identification, habitats, why do minibeasts help/ support our natural habitats?	The world about me Safari! Where in the world can you go on Safari? What types on animals would you see on a safari? What makes up their habitat? What is the climate like on safari? Can you plan a safari adventure?	The world about me At the Seaside What do we find at the seaside? Where is the seaside? Sea creatures, rock pools, sand castles, seaside foods, what do we wear to the seaside? Games to play?
Communication and Interaction	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.	Sensory Stories Encouraging listening and responding skills to experience new sensory stimuli and bringing stories and topics to life. To experience at least one full sensory story per term.
	Attention Autism Bucket – My senses	Attention Autism Bucket – wind up car, spinning propeller, Wind up boat, bike horn.	Attention Autism Bucket – roaring dinosaur, mud splat, screeching Pterodactyl, water splash, erupting volcano.	Attention Autism Bucket – slinky snake, crawling spider, flying butterfly kite, bubbles.	Attention Autism Bucket – roaring lion, sprinkling sand, laughing monkey, elephant trumpet.	Attention Autism Bucket – listen to the shells, popping ball, water spray, wet sand gulp, bouncy ball.
	My Communication To work on 'I want' communications...' To build a clear and unambiguous likes and dislikes To make supported positive choices from two. To repeat for negative. To establish a bank of favourite words. ROLE PLAY – Police, ambulance, Dr role play.	My Communication To gain attention in appropriate ways. To establish a bank of words and how to use them to communicate in and out of school To respond to boundaries and that requests and preferences might not always be possible. To	My Communication Following instructions To follow a simple instruction, to develop this to more complex 2/3-part instructions at times. To follow instructions with reducing levels of support in a range of settings. ROLE PLAY – Dinosaur small world role play, volcano eruption role play, ice age role play.	My Communication Declarations To gain the communication of another person To engage in declarative conversations with another To observe purposeful mistakes and respond appropriately.	My Communication Extend communications between peers/partners in joint activities. Copying each other's expression. Intensive interaction. Mimicking and copying like a mirror. Initiate intentional interaction through looking, touch, vocalising, behaviours	My Communication To start to develop communicative engagements that might be focused on a narrow field of interest. Not always to the persons choosing. Explore different topics and themes, increasing tolerance and engagement through the term.

	Superhero outfits, make your own cape station.	communicate with peers and others around them. To establish choices that might have consequences. ROLE PLAY – Travel agents, hotel, train, bus, taxi station.		Practice communication in settings such as parties, weddings etc. ROLE PLAY – minibeast small world area, pond dipping area, identification station.	ROLE PLAY – Safari lodge, safari small world.	ROLE PLAY – Seaside role play, small world sand and sea, cafes/ food counters at the seaside, punch and Judy, ice cream shop, toy shop.
Cognition and Learning	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	<i>Plays</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	<i>Stories and Fairy Tales- Teacher's choice based on interest of cohort</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	<i>Narratives</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	<i>Stories from the same Author</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	<i>African Folklore</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.	<i>Non – fiction and instructions.</i> <i>How to make a sandcastle, ice cream at home.</i> Students should be exposed to/hear texts above a level at which they can read. Mark making- Write Dance, Dough Disco, Squiggle while you Wiggle. Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. Begin to draw faces and add features etc. Scissor skills Joining materials together.
	Texts	Texts	Texts	Texts	Texts	Texts
	Supertato Our superhero within Spiderman and his amazing friends 10 Little superheroes	Little red riding hood Peter pan Polar express Three billy gats gruff	Dinosaur roar Harry and the dinosaurs 10 little dinosaurs The dinosaur that pooped the bed	Spinderella Super worm Snail and the whale What the ladybird heard	When the cheetah cried Anansi the spider Nelson Mandela's favourite African folklore tales Lion King	I spy at the seaside Billy's Bucket Look at what I found Lucy and Tom at the seaside
	Read, write, Inc Pupils may not be following the program as not yet ready, but should still have the experience of weekly sounds, letters, rhyme time and other pre literacy reading, writing skills.					

	Number- Amounts Explore none, zero, nil, nothing. Comparing sets of amounts, adding and taking away. Bigger and smaller groups.	Position and Direction Placing items on top of, under, in, though. Pupils to follow simple instructions of positional language. Can you put the hat on top of your head, put the car under the ramp, the boat on the water?	Problem solving skills See EQUALS SoW. My Thinking and Problem Solving- Memory building etc.	Length and Height To explore similar objects of different sizes. To explore lengths. To explore big and little objects, sorting into groups. To begin to use non-standard measurements of length and height. To compare objects by height and order.	Time Begin to use non-standard measurement of time e.g., clapping, drumming. Explore 1minute sand timers and alarms to signify passage of time and what is next.	Number Grouping numbers which group is bigger/smaller? Explore the use of ordinal numbers 1 st , 2 nd , 3 rd . Pupils to race boats, cars or self which one comes, 1 st , 2 nd , 3 rd ? Link to PE
	The Arts, Music and Technology Art Digital Media (E1) – Encountering line, colour and pattern. Music Timbre 2 Soundscapes and Soundstations (grouped instruments) (Equals) Dark room, Metal, wood, other (strings, piano, drums, shakers etc.,) Technology Cape and mask design and make.	The Arts, Music and Technology Art Sculpture (E1) – Encountering 2d and 3d shapes. Music – Singing, vocalising, dancing - playing in a group Jiggle jiggle splash (Charanga) Xmas - Nutcracker Technology Wheels and axels.	The Arts, Music and Technology Art Print Making (E1) – Pattern and texture. Music Structure 1 (Equals) Colour and light for verse/chorus – lights on and off Ay Ay Ay I like the sun to shine Carnival – (improviseapproach.com/free) Technology Moving Dinosaur crafts.	The Arts, Music and Technology Art Drawing (E1) Line and space mark making. Music Listen, Encounter dynamics 1 (Equals) Technology Moving minibeast wheels of life.	The Arts, Music and Technology Art Textiles (E2) Texture and pattern. Music Technology Boats that float the cross a watering hole.	The Arts, Music and Technology Art Collage (E4) – Texture. Music Technology Levers- make a see saw.
	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's	Cookery or food sensology depending on the grouping. Targets to be set for individuals- possible link to ILP's
	Cookery Skill: To cut & thread. Soft food to include banana, tinned peaches etc. (Fruit kebabs)	Cookery Skill: Sift e.g., flour into a bowl. Recipes to include cakes	Cookery Skill: Grate, soft foods to include cheese, cucumber, fruit then progress onto firmer food apple, carrots etc.	Cookery Skill: Whisk to combine ingredients. Using a fork and hand whisk. Recipes to include angel delight, omelette	Cookery Skill: Measure to include measuring spoons & liquids. Recipes to include smoothies	Cookery Skill: Cut out. Using cutters and a table knife with accuracy e.g., biscuits, cheese straws, croissants etc.
Computing KS1 taken from purple mash KS2/3	Purple Mash/ Computing Maths' city playground Cause and effect/ IWB	Purple Mash/ Computing 2Go Bee Bots	Purple Mash/ Computing 2Sequence Online safety	Purple Mash/ Computing Simple city farm Coding	Purple Mash/ Computing Simple city zoo Apps	Purple Mash/ Computing 2Code Making toys work

<i>Use the most suitable for your teaching group</i>						
Physical and sensory	Fundamentals	Dance	Gymnastics	Invasion games	Net and Ball games	Athletics
	Follow cards in school.	See equals KS1,2,3 (depending on KS teaching) - improvisation, using a stimulus. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	Football Using feet to make contact with ball. Dribbling in different directions at different speeds. Shooting in different ways. Shooting into a goal. Basic tackling and the rules behind this. Following rules to begin to play basic games.	Cricket Throwing a ball under and over arm. Throwing at a target e.g., stumps. Catching from different distances. Holding a bat, hitting a ball with a bat. Basic games and scoring of cricket.	Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races. Compare own performances and PB's
	Outdoor and Adventurous					
	Takes place at Lea green twice a year where pupils access a mixture of outdoor and adventurous activities including, bikes, bush craft, high/ low ropes, climbing wall, problem solving and orienteering activities. Pupils also access orienteering activities which take place throughout the year run by AVSSP.					
	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne	Sherborne
	Body awareness	Where is my body in space?	Reach and stretch	Sharing space	Following routine	Working with a partner
	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy	Hydrotherapy
	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.	For pupils who have physio programmes. Or leisure centre swims for pupils that can access the larger pool. School pool swim program in place – discovery ducklings pupils assessed individually. Swim lesson planned according to level of skill development of each pupil.
	My Independence	My independence	My Cooking	My Cooking	My Shopping	My shopping
	Dressing and undressing Knowing body parts Identifying items of clothing	Dressing and undressing Understanding the sequence of changing	Following instructions for basic hygiene Preparing self for a cooking activity	Using an electric whisk to create cakes, batters.	Understand that money is a means of exchange Recognise or matching coins	To discuss and decide what is required when shopping



As each and every one of our pupils is unique, please supplements your MTP is elements from the roots and truck of the tree to ensure your teaching group for the term/ year accesses a holistic, meaningful, learning experience.

For further support in planning, please see SLT who will happily support where needed.