



## Semi Formal Curriculum Long Term Plan 2024-2025

<p><b>Rationale</b></p> <p>The Equals curriculum demonstrates high ambition for all by adopting a curriculum model which seeks to enable each and every learner to be the best they can be and do the best they can do.</p> <p>Pupils are provided with opportunities to develop Cognition, PSED, Communication and Language and Physical Development.</p> <p>Pupils are provided with opportunities to develop functional communication skills.</p>						
<b>Assessment</b>	<p>Achieving learning outcomes linked directly to EHCP targets.</p> <p>If required, some pupils will also be assessed against the Engagement Model.</p> <p>Termly Solar assessments.</p>					
<b>Term</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Theme</b>	<b>It's Good to Be me</b>	<b>Circus</b>	<b>Superheroes</b>	<b>People who help us</b>	<b>It's a Kind of Magic</b>	<b>Keeping Healthy</b>
<b>My Communication</b>	<p>3 essentials of communication: 3M's – <b>Motivation, Means and Mate</b></p> <ul style="list-style-type: none"> <li><b>A Motivation</b> (a reason) for communicating</li> <li><b>A Means</b> (a method) of communicating</li> <li><b>Someone</b> (a partner or partners) to communicate to</li> </ul> <p><b>The ten areas of communicative learning</b></p> <p>The ten areas of learning are not developmental or linear either in nature or the way they might be worked on. Imperative communications will generally come (developmentally) before declarative communications, but they will continue for all of our lives.</p> <ol style="list-style-type: none"> <li>1. <b>Imperative communications</b></li> <li>2. <b>Following instructions</b></li> <li>3. <b>Declarative communications</b></li> </ol>					



4. **Dynamic communications**
5. **Narratives**
6. **Formal social interactions with familiar and unfamiliar people**
7. **Personalised reading and writing**
8. **Non-verbal, behavioural communications**
9. **Peer to peer communications**
10. **Augmentative and alternative communications (AAC)**

**Process based learning.** Communication is by its very nature predominantly process based rather than skill based; that is, learners will learn the process of communication by communicating, and the more opportunities they have of communicating, the more secure their learning will be.

- **Signing.**
- **Symbols.**
- **Object Cues and Objects of Reference (OoR)**
- **Abstract Signs and Symbols**
- **ISE** (Bunning, 1996,1998). Individualised Sensory Environment (ISE)

ISE is immensely useful as a means of

1. discovering likes and dislikes
2. discovering communications which indicate 'I like' and 'I dislike'.
3. structuring the environment to provide meaningful forms of stimulation to foster purposeful responses.
4. decreasing stereotypical self-stimulations
5. using sensory stimuli to encourage the learner to engage in purposeful behaviours rather than non-purposeful.

*3M's to be delivered through focused activities through pupil's individual communication strategies (signing, symbols, OoR, intensive interaction)*

## **My Thinking and Problem Solving**

**Problem solving** basically involves four key mental processes:

1. Perception
2. Thinking



3. Action
4. Evaluation

**Perception** involves:

- (i) recognising and identifying problems
- (ii) recognising opportunities.

**Thinking** involves:

- (i) breaking down a problem into elements
- (ii) thinking through the relevant features of the problem
- (iii) planning ways to solve the problem.

**Action** involves:

Remembering how to solve a problem and bringing this memory to the fore.

**Evaluation** involves:

- (i) evaluating how a plan worked
- (ii) recognising when existing plans and strategies need changing.

Intrinsic within this is the recognition that one needs to improve one's own learning performance through:

- recognising that problems are usually opportunities to do something different;
- recognising why a task is carried out, what it involves, when it is complete and by extension, when it is incomplete;
- communicating preference and choice;
- recognising personal strengths and weaknesses;
- learning from mistakes and setting targets;
- developing attention and concentration;
- developing self-confidence in one's ability to solve problems and face difficulties.
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### **THE EQUALS FIVE TIERED APPROACH to My Thinking and Problem Solving**

#### **TIER 1 Memory building**

Introduction of the task; repetition (as many times as required by the individual learner) of the task; understanding what is required to complete the task. The learner might not be introduced to the problem until you are reasonably sure that they can



complete the task without support or, if physical support is needed because of physical disability, can recognise that 'something is wrong'.

**TIER 2 Sabotage!! Recognition of a problem**

Recognising that something is different or that a required element of the task is not to hand; recognition that asking for help from a member of staff is a minimum requirement for solving the problem.

**TIER 3 Independent solutions**

Recognition of what the problem is and that the problem can be resolved without asking a member of staff for help; evaluating this one solution; questioning whether the same problem can be avoided in the future.

**TIER 4 Generalisation**

Recognition that a solution to a similar but unrelated problem can be adapted; recognition that there may be several possible solutions to the problem, including asking peers for help; evaluating whether the solution chosen was the best one.

**TIER 5 Self-belief and confidence**

Being secure in their choice of solution even when challenged by a member of staff or someone the learner considers to be in authority; recognising that there might be no solution that is immediately available and being secure in this choice when challenged. These might be considered to be higher order problem solving skills but they are essential in the long term to truly enable learners to be independent.

<p><b>My Independence</b></p> <p><b>Stories: All About Me:</b>  <b>Stories: e.g. Be You, Big Feelings, Ten Little Fingers and Ten Little Toes, From Head to Toe, Super Duper You, Marvelous Me, etc.</b></p>	<p><b>My dressing and undressing</b>  Washing and dressing  <i>(Links to my body, growing and changing)</i>  Being safe and private  Personal hygiene  <i>(English links: Recognising Symbols and signs, stories about dressing, following instructions)</i>  <i>Maths links: matching clothes items, matching patterns, routines, problem solving opportunities – what is missing?)</i></p>	<p><b>My dressing and undressing</b>  Washing and dressing  Being safe and private  <i>(Links to self-care, support and safety)</i>  <i>Personal hygiene)</i>  <i>(English links: Recognising Symbols and signs, stories about dressing, following instructions)</i>  <i>Maths links: matching clothes items, matching patterns, routines, problem solving opportunities – what is missing?)</i></p>	<p><b>My dressing and undressing</b>  Washing and dressing  Being safe and private  Personal hygiene  <i>(Links to healthy lifestyles – physical health)</i>  <i>(English links: Recognising Symbols and signs, stories about dressing, following instructions)</i>  <i>Maths links: matching clothes items, matching patterns, routines, problem solving opportunities – what is missing?)</i></p>
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[All About Me topic books for EYFS | The School Reading List](#)

**Stories related to shopping:** e.g. zoopermarket, Supermarket Zoo, My Granny went to Market, Maisy goes Shopping, Smartest Giant in Town, You must bring a Hat, Monster Clothes, etc.

**My shopping**

Roleplay and modelling  
*(Links to keeping safe, communities, positive relationships)*  
*(English links: Roleplay Circus, stories about shopping. Communication with others – what do I need? Shopping for the Circus)*  
*Maths links: Counting/number recognition, Size comparison, positional language)*  
*(Links to working and playing together)*

**Travel Training**

Moving around school safely  
*(Links to keeping safe, taking care of the environment)*  
*(English links: Recognising areas around school, matching symbols)*  
*Maths links: directional and positional language, speed)*

**My shopping**

Making a list  
 Recognition of money  
 Exchanging money  
*(Links to keeping safe, belonging to a community)*  
*(English links: Stories about shopping, reading lists, creating shopping lists.)*  
*Maths links: Counting/number recognition, exchanging money, matching the same, 2D and 3D shapes)*

**Travel Training**

Moving around outside safely  
*(Links to keeping safe, taking care of the environment, belonging to a community)*  
*(English links: Recognising areas around school, matching symbols)*  
*Maths links: directional and positional language, speed)*

**My shopping**

Making a list  
 Recognition of money  
 Exchanging money  
 Shopping experiences in the community.  
 Organising shopping  
*(Links to keeping safe, belonging to a community, jobs people do)*  
*(English links: Matching photos/symbols to items, conversations in the community, Maths links: Counting/number recognition, indicating/recording quantities, grouping, full and empty, sharing/division)*

**Travel Training**

Moving around the community safely  
*(Links to keeping safe, taking care of the environment, belonging to a community, jobs people do, trust)*  
*(English links: Recognising familiar places outside of school, e.g. Tesco, Boots, etc., matching symbols)*  
*Maths links: directional and positional language, speed)*  
*Transport role play*  
*Exchanging money for a ticket*



	<p align="center"><b>My cooking/food technology</b>  <i>Mixture of skills based learning and process based learning</i>  <i>Experiencing and making foods and drinks linked to topic</i></p> <p align="center">Health and safety  Hygiene  Labelling  Using equipment  Following recipes</p> <p align="center"><i>(Links to keeping safe, healthy eating, keeping well)</i>  <i>(English links: Reading labels, Following instructions, action words, matching objects/photos/symbols)</i>  <i>Maths links: Mass/weight, quantity/volume, 3d Shape)</i></p>		
<p><b>My Physical Wellbeing</b></p>	<p align="center"><b>Mental Health and Well Being</b>  Relaxation  Developing interests  Self-esteem confidence and resilience  Emotions</p> <p align="center"><b>Physical activities</b>  General physical activities, swimming, rebound, sensory diets</p> <p align="center"><i>(Links to keeping safe, taking care of ourselves, identifying and expressing feelings, managing strong feelings, keeping well)</i>  <i>(English links: Communicating with others, preferences, Emotion symbols, Massage Stories)</i>  <i>Maths links: Position, direction, counting, time)</i></p>		
	<p><b>PE, Sport, Games, Aquatics</b>  Warms ups  Movement, balance, coordination</p> <p align="center"><i>(Links to taking care of physical health, keeping well)</i>  <i>(English links: Communicating with others, following instructions, rhythm and rhymes)</i></p>	<p><b>PE, Sport, Games, Aquatics</b>  Warms ups  Formal games  Movement, balance, coordination  Competitive games</p> <p align="center"><i>(Links to taking care of physical health, keeping well, playing and working together)</i></p>	<p><b>Healthy Eating and Healthy Lifestyle</b>  Healthy foods  Making good choices  Exercise  Relaxation</p> <p align="center"><i>(Links to taking care of physical health, keeping well, taking care of ourselves,</i></p>



	<i>Maths links: Position, problem solving)</i>		<i>(English links: Communicating with others, following instructions, rhythm and rhymes Maths links: Position, problem solving, sorting and matching, one to one correspondence)</i>		<i>playing and working together, getting on with others. Public and Private) (English links: Communicate preferences, communicate good preferences, share information about healthy choices, Maths links: Classification/sorting, size comparison and ordering)</i>	
	<b>REAL PE: Year 1, Unit 1 – Personal Skills</b>	<b>REAL PE: Year 1, Unit 1 – Social Skills</b>	<b>REAL PE: Year 1, Unit 3 – Cognitive Skills</b>	<b>REAL PE: Year 1, Unit 4 – Creative Skills</b>	<b>REAL PE: Year 1, Unit 5 – Physical Skills</b>	<b>REAL PE: Year 1, Unit 6 – Health and Fitness</b>
<b>My Play and Leisure</b>	<p style="text-align: center;">Structured Play (games) 1:1 or small group games ‘activity’ games Playground and adventure games</p> <p style="text-align: center;">Free Play</p> <p style="text-align: center;">To build on 5 levels of play and build on social interaction.</p> <ol style="list-style-type: none"> <li>1. Sensorimotor</li> <li>2. Relational</li> <li>3. Functional</li> <li>4. Symbolic</li> <li>5. Socio-dramatic</li> </ol> <p style="text-align: center;">To build on 5 social dimensions of play</p> <ol style="list-style-type: none"> <li>1. Solitary</li> <li>2. Parallel</li> <li>3. Shared</li> <li>4. Turn-Taking</li> <li>5. Co-operative</li> </ol>					



	<p><i>(Links to Things we are good at, kind and unkind behaviours, playing and working together, people who are special to us, getting on with others, identifying and expressing feelings)</i></p> <p><i>(English links: Making choices outside, conversations in the environment, stories/rhymes/poems outside, Maths links: Numeral recognition, one to one correspondence, patterns, shapes, ordering)</i></p>		
<p><b>My Outdoor</b></p> <p><i>Story each half term</i></p> <p><i>e.g.</i></p> <p><i>We're going on a bear hunt</i></p> <p><i>Room on the Broom</i></p> <p><i>The Gruffalo</i></p> <p><i>Stickman</i></p> <p><i>Sharing a shell</i></p> <p><i>Robin Hood</i></p> <p><i>The Rainbow Fish</i></p> <p><i>Storm Seal</i></p>	<p align="center"><b>Preparing for outdoors</b> - Clothing/footwear</p> <p align="center"><b>Exploration of the environment</b> using our senses, exploring everyday materials, sorting by properties</p> <p align="center"><b>Playing outdoor games</b></p>		
	<p><b>Orienteering</b> – finding places, moving around safely, lost, hurt.</p> <p><b>Seasonal awareness</b></p> <p><i>(Links to Keeping safe, public and private)</i></p> <p><i>(English links (photo/symbol recognition, matching, following instructions, outdoor hunts relating to stories, adventure stories</i></p> <p><i>Maths links: Matching items, representing number, position)</i></p>	<p><b>Creativity in the outdoors</b> – craft with natural resources, music, stories, plays and poems.</p> <p><i>(Links to keeping safe, playing and working together, taking care of the environment)</i></p> <p><i>(English links: Stories and poems, recounts, beats and rhymes, following instructions, super mark making/writing</i></p> <p><i>Maths links: Shapes, patterns, more or less)</i></p>	<p><b>Environmental awareness</b></p> <p>Looking after the environment, Growing plants</p> <p><b>Wilderness explorers</b></p> <p>Identify life outdoors.</p> <p>Making homes for creatures outdoors</p> <p><i>(Links to keeping safe, playing and working together, taking care of the environment, rules and laws)</i></p> <p><i>(English links (photo/symbol recognition, matching, following instructions, Information texts, recount writing)</i></p> <p><i>Maths links: size, sorting items (colour, size, shape), positional language)</i></p>
<p><b>My World About Me</b></p>	<p><b>The weather and seasons –</b> Autumn/Winter Passing of time</p> <p><b>Food</b> Exploring and recognising food and drink Food that I like/Circus foods Sorting and classifying food</p>	<p><b>The weather and seasons –</b> Winter/Spring Passing of time</p> <p><b>People</b> People who are important to me (My heroes) Meeting and greeting</p>	<p><b>The weather and seasons –</b> Spring/Summer Passing of time</p> <p><b>Change-History</b></p> <p><b>Life cycles of plants and animals</b> Knowing what plants and animals are Exploring seeds and plants</p>





	<p>Food from different cultures and religious festivals</p> <p><b>Change – History</b> Life cycle of humans – growing and changing</p> <p><i>(Links to identifying and expressing feelings, healthy eating, taking care of physical health, keeping well, baby to adult, changes at puberty)</i></p>	<p>Jobs that people do (People who help us) Helping others Super people</p> <p><i>(Links to people who are special to use, getting on with others, trust, jobs people do, belonging to a community, different kinds of relationships)</i> <i>(English Links: Information text – seasonal fact cards, etc., Biographies, letters)</i> <i>Maths links – Sorting, 1:1 correspondence)</i></p> <p>Recycling Littering and recycling issues</p> <p><i>(English links: Information texts, matching, photo/symbol recognition, Fairy Stories, Myths and Legends)</i> <i>Maths Links: Sorting, mass and weight, counting, 1:1 Correspondence)</i></p>	<p>Life cycles What do plants and animals need to stay healthy Movement</p> <p><b>Water</b> Water based play – link to potions/magic Explore, observe and investigate water (mixing) Different states of water Moving through water Safety of water</p> <p><i>(Links to identifying and expressing feelings, healthy eating, taking care of physical health, keeping well, taking care of the environment)</i> <i>(English Links: In the News! Journalistic writing, conversations about the environment, recounts)</i> <i>Maths links: Grouping, length and height, full and empty)</i></p>
	<p style="text-align: center;"><b>Festivals</b></p> <p style="text-align: center;">Exploring and learning about a range of festivals throughout the year</p> <p style="text-align: center;"><b>Festival Dates</b></p> <p style="text-align: center;">Harvest Festival – (1<sup>st</sup> October) Black History Month (October) Rosh Hashanah (2<sup>nd</sup> – 4<sup>th</sup> October) World Space Week (4<sup>th</sup> – 10<sup>th</sup> October) Halloween (31<sup>st</sup> October) Diwali – (1<sup>st</sup> November)</p>		



	<p>Remembrance Day – (11<sup>th</sup> November) Hannukkah (25<sup>th</sup> December – 2<sup>nd</sup> Jan)) Christmas (25<sup>th</sup> December) Chinese New Year (29<sup>th</sup> January) Shrove Tuesday (4<sup>th</sup> March) Ash Wednesday (5<sup>th</sup> March) Mother’s Day (30<sup>th</sup> March) Eid Al-Fitr (30<sup>th</sup> - 31<sup>st</sup> March) Holi (14<sup>th</sup> March) Easter Sunday (20<sup>th</sup> April) May Day (1<sup>st</sup> May) Vesak (Buddha Day) (23rd May) Father’s Day (15th June) Eid-Al-Adha (6<sup>th</sup> – 10<sup>th</sup> June)</p> <p><i>(Links to identifying and expressing feelings, respecting differences between people, rules and laws, belonging to a community, kind and unkind behaviours, getting on with others.)</i></p>
	<p><b>Digital photography</b></p>



<b>My Creativity</b>	<b>My Art</b>	<p><b>Collage</b>            Pattern, texture, form            Faces and everyday objects            Colour – negative and positive shape and space            Textures            Exploring and creating</p> <p><b>Drawing</b>            Line, space, tone and texture            Making marks with different mediums            Exploring and creating</p> <p><i>(English links: Communicating preferences and choices, making marks, describing words,            Maths links: colour, direction)</i></p>	<p><b>Painting</b>            Colour, tone and pattern            Mixing colours            Use of dabs, strokes and patterns            Exploring different artists            Exploring and creating</p> <p><b>Sculpture</b>            Form, space and pattern – 2d and 3d shapes            Exploring sculpture materials            Exploring and creating</p> <p><i>(English links: Communicating preferences and choices, making marks, describing words,            Maths links: 2d and 3d shape)</i></p>	<p><b>Printing</b>            Pattern and texture            Printing with objects            Printing on different surfaces            Exploring and creating</p> <p><b>Textiles</b>            Weaving            Texture and pattern            Exploring and creating</p> <p><i>(English links: Communicating preferences and choices, making marks, describing words,            Maths links: patterns, positional/directional language)</i></p>
	<b>My Dance</b>	<p style="text-align: center;">In order to move creatively and expressively, dancers of all abilities need to develop:</p> <ul style="list-style-type: none"> <li>• Awareness of body and it’s possibilities</li> <li>• Control of their musculature in order to be able to adjust their strength and tension to give movement an expressive quality.           <ul style="list-style-type: none"> <li>• Additionally, they need to be able to               <ul style="list-style-type: none"> <li>• Harness movement in different combinations.</li> <li>• Execute actions with control, balance, co-ordination, poise and elevation.                   <ul style="list-style-type: none"> <li>• Transfer weight onto different parts of the body</li> <li>• Execute transitions between actions smoothly and fluently.</li> </ul> </li> </ul> </li> <li>• Learn to make contact between their body and the body of another/others.</li> </ul> <p style="text-align: center;">Movement underpinnings</p> </li></ul>		



Figure 1: The relationship between Sherborne movement and the Dance elements

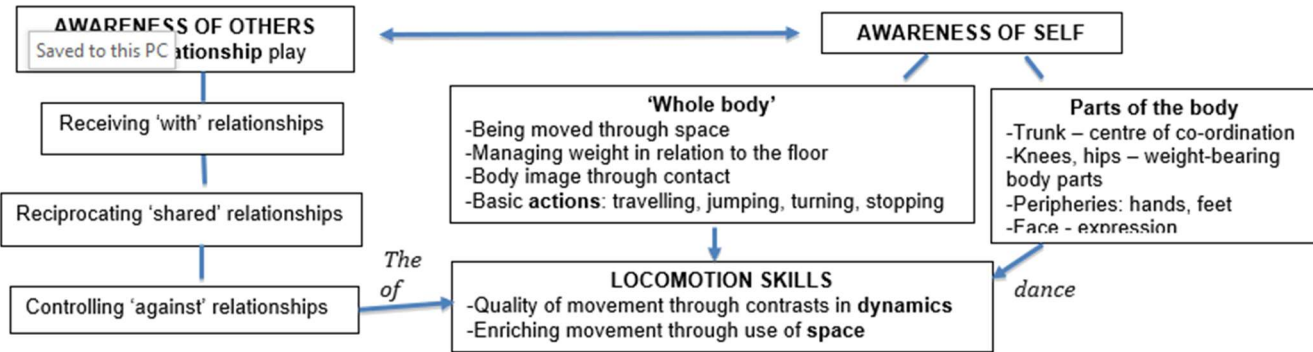


Figure 2:  
elements

### Sherborne elements

The body

Which parts are moving

Actions

What is the body doing?

Space

Where is the body moving

Dynamics

How is the body moving?

Relationships

With whom or what is the body moving



		<p><b>Stages of a lesson</b>          Introduction          Warming up          Development section          Choreographing          Appraising</p> <p><i>(English links: Recognising photos/symbols, labelling, following instructions, descriptive language          Maths links: Position and relationship, speed, counting)</i></p>		
		Sequencing movement	Creating a dance narrative Using professional dance performance creatively	Using Dance steps and step patterns creatively
	<b>My Music</b>	<p><b>Process based learning.</b>  <i>Encountering</i>  <i>Exploring</i>  <i>Developing</i></p> <p><b>Tempo</b> – speed, pace  <b>Rhythm</b> - movement  <b>Timbre</b> – character or quality of music sound - percussion  <b>Texture and layers</b> – how the melodic, rhythmic, and harmonic materials are combined in composition - Soundboard Sensory Stories  <b>Structure</b> – plan/layout of composition  <b>Pitch</b> – high or low  <b>Dynamics</b> – Loud or quiet – graduation of sound</p> <p><i>(English links: Photo/symbol recognition, identifying sounds, descriptive language, following instructions          Maths links: number, counting, fast/slow)</i></p>		
<b>Digital media</b>		<p><b>Line, colour and pattern</b>  <b>Photography</b>  <b>Animation</b></p>		



## PHSE

### Self-Awareness

1. Things we are good at
2. Kind and unkind behaviours
3. Playing and working together
4. People who are special to us
5. Getting on with others

### Self-Care, Support and Safety

1. Taking care of ourselves
2. Keeping safe
3. Trust
4. Keeping safe online
5. Public and Private

### Managing Feelings

1. Identifying and expressing feelings
2. Managing strong feelings

### Changing and Growing

1. Baby to adult
2. Changes at puberty
3. Dealing with touch
4. Different types of relationships

### Healthy Lifestyles

1. Healthy Eating
2. Taking care of physical health
3. Keeping well

### The World I Live in

1. Respecting difference between people
2. Jobs people do
3. Rules and laws



	4. Taking care of the environment 5. Belonging to a community
<b>RSE</b> <i>Throughout the curriculum and discrete teaching session</i>	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe