**Functional Skills - Maths**

**Maths Key foci:**

**Number and place value Autumn 1/2**

**Pre formal Pathway**1) Join in with familiar number rhymes. 2) Use numbers in everyday occurrences and games e.g. 1,2,3 GO! 3) Explore number values in everyday experiences eg. offering a plate of one raisin and a plate of lots of raisin. 4) Follow a sequence of picture, numbers or actions during a number song.

**Semi-formal Pathway**1) Making one-to-one correspondences, e.g. giving each dolly a cup. 2) Touching objects when counting. 3) Props to act out counting songs and rhymes. 4) Daily rote counting 6) Dice games e.g. roll and build

**Formal Pathway** 1) Number/dice/board games e.g. snakes and ladders 2) Attach objects onto a number line to show one to one correspondence. 3) Number stories/songs 4) Counting in practical contexts e.g. counting out snacks. 5) Washing line activities

**Addition and subtraction Autumn 1/2**

**Pre formal Pathway**1) Explore changes in quantities in everyday experiences eg. offering a plate of one raisin and repeat adding one more. 2) Match cakes to plates, add another plate therefore they need to add another cake. 3) Use construction materials e.g. stacking and adding one more each time.

**Semi-formal Pathway**1) Changing quantities of objects predicting a change e.g. “What happens if we add one more?” 2) Practical activities and games where something is given/taken away. 3) Organising activities with the right amount of objects e.g. tickets 4) Food preparation, looking at proportion and changing when more is needed. 5) Add or remove items from containers and predict the outcome.

**Formal Pathway** 1) Use objects to make equal sets e.g. blocks. 2)Use bowls or other containers as a vessel for objects. 3) Join Numicon pieces and find the total. 4) Introduce actions/symbols for mathematical symbols inc: + - < > = and build number sentences using various representations e.g. magnetic numbers

**Measurement – Autumn1**

**Pre formal Pathway** 1) Use a shape sorter/puzzle to explore which sizes will/won’t fit 2) Matching objects of the same/similar size e.g. balls 3) Sort images/items into big and small categories 4) Sensory opportunities to explore capacity e.g. filling tubs with water to the brim. 5) Create very simple sequences of light and sound using switches

**Semi-formal Pathway**1) Collection of objects in different sizes e.g. compare bears 2) Nesting activities 3) Provide collections of objects that can be sorted and matched in various ways. 4) Reference visual timetables and/or Now, Next boards 5) Role play shopping experience using; coins, tills, price tags etc. 6) Sort coins into bags, purses, containers

**Formal Pathway** 1) To make simple comparisons with other objects i.e. how many blocks high is the table? Or how many blocks long is the book? 2) Shopping activities, recognise coins 1p-10p count up to 10 in 1p coins. 3)  Sort and compare 1p, 2p and 5p coins by size, shape and colour.

**Statistics – Autumn 2**

**Pre formal Pathway** 1) Touching objects in an organised/methodical way

**Semi-formal Pathway**1) Touching and counting objects in an organised/methodical way

**Formal Pathway**1) Class survey of favourite subject, animal, colour, food. 2) Trip/ transport survey of cars, buses, lorries, bicycles. 3) Record information using; tallies, pictograms **Shape  - Autumn 2**

**Pre formal Pathway**1) Shape sorter/puzzle to place the correct shapes into holes. Use trial and error and build a knowledge of the shapes over time 2) Grouping objects that have similar key features such as shape 3) Begin to recognise shape properties e.g. by rolling a ball

**Semi-formal Pathway**1) Put shapes into a shape sorter. 2) Use 3D objects to build and manipulate models. 3) Classroom exploration of shapes; pick out all the round shapes in the classroom, find shapes with straight edges, fit shapes into matching holes.

**Formal Pathway** 1.) Describing shapes; a round ball, my shape has straight sides etc. 2) Matching shapes; e.g. can you give/ show me another shape like this one? 3) Sort shapes according to given criteria 4) Touch, describe, sort; 2D and 3D shapes.

**Functional Skills – Literacy**

**Key Texts:** Head to toe, Traction Man, Max Bob Graham

**PMLD foci - Pre formal phonics skills: Pupil’s request activities**

**Suggested activities**: Sensory story with opportunities for shared activities (include activities that stimulate and encourage sound and vision discrimination). Exploration based on the texts. Opportunities to share a range of multi-sensory exploration with familiar adults. Story Massage. Story exploration – focus on favourite experiences/ develop responses and independence. Body awareness – parts of my body.

**Reading: Key foci:** Individual Phonics Targets following Phase One Letters and Sounds / Pre formal phonics skills/ Read Write Inc Sequence of teaching

**Semi-formal Pathway -** Regularly include rhyming books as part of the daily book sharing session.

Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It’s raining, it’s pouring as the learners get ready to go outdoors in wet weather).

Use symbolised visual timetables Use personalised books as a hook in, for students who are primarily motivated by their interests.

Letters and Sounds Activities –Phase One Aspect 1 General sound discrimination – environmental, Go on regular environmental walks and encourage time to listen and respond. Contrast sounds by playing different sounds close together. Avoid playing similar sounds together. Use closed questions to structure language before using open questions. Minimise visual clutter and reduce movement , whenever possible to enhance focus.

Letters and Sounds Activities –Phase One Aspect 4 Rhythm and Rhyme Tuning into sounds: Small world play, Word play during class games / i.e. parachute

**Formal Pathway** Provide story boards and props which support learners to talk about a story’s characters and sequence of events.

**Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.**

**Writing: Key foci:** Read Write Inc Phonics programme – follow teaching sequence as laid out in handbooks. Refer any queries to the Phonics lead.

**Semi-formal Pathway -** Provide “Write Dance” –https://study.sagepub.com/oussoren3e (The programme uses music and movement to introduce handwriting to learners. Write Dance movements are designed to help learners feel happy and comfortable with their bodies, improve their motor skills and providing a foundation for writing).

Provide cross-curricular opportunities to develop fine-motor skills e.g. Fine motor sessions in PE. Allow opportunities to for the learner to use both hands and show preference for a dominant side.

Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.

Provide role opportunities for talking about pictures and symbols, using key words e.g. shopping.

Create class routines to feedback about their tasks they have completed (using voices, signing, switch, communication book, E-tran frame.

**Formal Pathway -** Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.

Model writing poems and short stories, writing down ideas suggested by the children.

Provide activities during which children will experiment with writing, for example, leaving a message.

Include opportunities for writing during role-play and other activities.

**Children will use a range of alternative pencils to access these activities including: Symbols, objects of reference, pictures, magnetic letters, colourful semantic resources, typing.**

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**Knowledge and Understanding of the World**

**ICT – Internet safety (Autumn 1)**

**Pre formal Pathway** 1) Develop independence and ability to use/chose to use; PECS, symbols, communication devices, Big Macs, EyeGaze etc. Gaining an understanding of their free choice to safely use devices in the way they choose.

**Semi-formal Pathway**1) Discuss usernames and passwords as a security/privacy measure. 2) Practice learning and inputting their own login. 3) Use familiar apps and discuss how to use them safely. 4) Use a search engine and discuss how to use these safely.

**Formal Pathway** 1) Discuss usernames and passwords as a security/privacy measure. 2) Practice learning and inputting their own login. 3) Use familiar apps, search engines, websites and discuss how to use them safely. 4) Discuss/Quiz on who personal information can be safely shared with e.g. We do not share our full name, address etc. online.

**ICT – Uses of Technology (Autumn 2)**

**Pre formal Pathway**1) Use a switch to activate a tape recorder. 2) Explore the control technology of toys, e.g. toy electronic keyboard. 3) Press/select a specific graphic on a touch screen (or preferred communication method).

**Semi-Formal Pathway** 1) Press a specific graphic on a touch screen. 2) Use a mouse or appropriate access device to target and select options on screen. 3) Use a photocopier to duplicate their work. 4) Use cameras and/or iPads to take photographs/video.  4) Provide a range of programmable toys for children to explore the uses of.

**Formal Pathway** 1) Provide a range of programmable toys for children to explore the uses of. 2) Explore the different forms of technology around us; computers, digital clocks, computers, televisions, photocopiers, smartphones, calculators, microwaves etc. 3) Set homework activities for learners to engage with different forms of technology at home.

**Knowledge and Understanding of the World**

**Science: Forces and Magnets**

**Pre formal pathway** - Share movement songs with hands/feet row your boat. Explore a range of robust resources with knobs, flaps, keys or shutters. Experience pushing musical instruments to make them move e.g. chimes or bells. Using wheelchair swing and accessible roundabout to observe and participate in movement. Incorporate technology resources that learners recognise into their play - pushing a switch to activate a toy or pulling a string to make something move. Explore push/pull toys on wheels in paint to make marks, pushing activities in a water tray with floating balls or toys, pushing a ball with bells in down a ramp and listening to the sounds it makes, turn taking pushing inflatable beach ball off tray, experience and attend to tinsel hanging from a tree/bubbles blowing in the wind outside or being pushed by a fan – requesting more where appropriate, explore cause and effect using push activated musical toys such as keyboards.

**Semi-formal pathway –** Body movement activities – experience physical movements in dance, PE games, action songs to experience forces on body, provide vocabulary for main body parts and build awareness of body activities.

Experience range of push/pull toys and games, musical toys, pull string toys, car races, push switch toys and identify if the force is a push/pull symbol support. Observe if cars travel fast/slow down material ramps in races. Begin to make predictions about which will go furthest/fastest. Develop understanding of fair test e.g. Which car will roll the furthest down this slope? *(only the type of car is different)* Identify and sort magnetic/non-magnetic materials through experimenting. Be supported to record results e.g. sorting photos of items. Begin to i*ntroduce technical language where appropriate – magnetic, poles, repel, attract. Gain familiarity of push/pull language through exploring push pull toys/magnetic toys commenting on how magnets pull items toward them or pushing away – e.g. magnets attached to cars to push along using same poles and do races, fishing games, magnetic shapes to build patterns.* Use etch-a-sketch apparatus or magnetic mazes and observe the result of using the magnet. Observe and comment on the results of pushing items in a water tray using different methods fan, hands, blowing through a straw. Make predictions which will go furthest using the same method of pull force to develop understanding of fair test.

As part of observations and testing learners should be exposed to “how” questions to extend their thinking. These” how” questions should be linked to practical experiences they can explore e.g. *How far do you think the toy car will travel?*

**Formal Pathway** – Complete activities and investigations as above but develop learners’ ability to ask relevant ‘what’ and ‘why’ questions about what they are doing through modelling. Place more emphasis on students understanding a fair test – complete simple version of a ‘method’ through identifying what will change and what will stay the same using symbols. When doing sorting activities prompt students to make their own decisions as to what they would like to sort by. Magnetic, not magnetic, colour, properties. First model this and keep items amounts small. Model and support students to being to answer questions and make observation/predictions around investigation with more descriptive language, technical terms and accuracy

**R.E – Harvest festival/Christmas**

**Why should we care for our world?**

**Pre formal –** Students to experience sensory elements and demonstrate responses to sitmuli linked to various religious stories and events as detailed in MTP coverage document. E.G. take part in planting activities and exploring natural seeds/leaves/bark linked to festival of Tu B’shevat. Begin to demonstrate preferences or consistent responses and anticipate events through sensory cooking of Kara Pasha

**Semi formal *SS1******Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. SS2 They communicate their ideas about religion, life events and experiences in simple phrases***. Engage with stories about religious festivals and traditions linked to the theme; Tu B’shevat, Siaddatha and the swan, tradition of making Kara Pashad. Students to take part in practical activities linked to these e.g. planting, cooking and sensory stories, begin to recall/answer questions linked to these using appropriate communication strategies. Experience re-enactments of elements of religious festivals and be able to recall events/answer questions about doing so.

**Formal – M1 *Name and talk about at least one festival. Sequence pictures of events from a religious story*.** Students will begin to understand that religious and other stories carry moral and religious meaning and sequence main events.

**Knowledge and Understanding of the World**

History: Changes within living history

**Pre formal pathway** – present images from the learner past/early childhood on a large screen and encourage students to use the switch to change the image or activate the image/video from their childhood. Explore preferred childhood toys/activities through bucket time type activity., looking for responses and indications students want the activity to continue once it has finished. Story massage activities linked to passing of time and growing from a baby/toddler/child

**Semi-formal pathway** – Recognise family members/peers/staff in images from the recent past. Pictures collected from home or previous years in school – photo bingo or sorting activities. Explore items. toys from the recent past/when they were babies and ask to sort into what they like now/what they liked when they were younger. Sort items into baby/child/adult box. Listen to and engage with recount stories about the past, e.g. events from last year or trips/events from the beginning of the term. Can students talk about what happened, where it is, what was the weather like? Support students to recount stories about trips/events using symbols, writing or sequencing images. Look at images from the beginning of their class last year to recent one taken this year and notice/talk about differences.

**Formal pathway** - Explore a range of items that were used in the past and compare to things that we use now e.g. mobile phones of when they were born compared to now. Encourage students to share and look at photos of themselves and their family from past and present, either grouping in to past and present or sequencing on visual timelines. Comparing what they can see in images and commenting on what they look like themselves. Ask students in bring in items that are special to them from their past such as childhood toy or clothes and compare to what they enjoy playing with now and encouraged adults in the class to share their own memorable things from their own lives and discuss, sort and compare. Students will be able to create sentences about events in the past - they will use various tools to create their sentences including dictating to writing software or adults, sequencing symbols, verbally formally and overwriting/copy writing text, colourful semantics using images and videos to support students recall.