Nurture Semi-Formal EQUALS CURRIUCLUM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MY COMMUNICATION					
My Communication	**Core Words** 1. Choose 2. Thirsty 3. Toilet 4. Hungry 5. Hurt 6. Poorly 7. Good / Bad	**Core Words** 1. Big 2. Little 3. Fast 4. Slow 5. Hot 6. Cold	**Core Words** 1. Touch 2. Hear 3. Smell 4. Break 5. Happy 6. Sad	**Core Words** 1. Tired 2. Worried 3. Calm 4. Excited 5. Angry 6. Mine	**Core Words** 1. Ready 2. Safe 3. Play 4. Your 5. Clean 6. Inside/ Outside	**Core words** 1. Give 2. Do 3. Do Not 4. Find 5. Empty/ Full 6. Hello/ Goodbye
	MY CREATIVITY					
My Art	**Collage** To encounter, copy and continue a pattern using a variety of objects and materials. (Week 1, 2) Introduce the element of both 2D and 3D shape, form, and space. (week 3, 4) Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size. (Week 5, 6) Develop understanding of differing 2d and 3d shapes and forms when used in collage.	**Drawing** Encountering mark making and the use of hands and feet to create line and space (week 1,2) Exploring fine motor movement and mark Making (week 3,4) Developing understanding of mark Making (week 5,6)	**Painting** Encountering primary and secondary colour (week 1,2) Exploring primary and secondary colour (week 3,4) Developing and understanding of primary and secondary colour (week 5,6)	**Printing** Encountering simple Printing (week 1,2) Exploring printed Rubbings. (Week 3,4) Developing understand of tie dye. (Week 5,6)	**Sculpture** Encountering 2D and 3D shapes (week 1,2) Exploring various 3D shapes. (week 3,4) Developing understanding of how to make various 3D shapes. (week 5,6)	**Textiles** To experience using differing materials and media to push and pull through holes or spaces to create a tactile Surface (week 1,2) To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect (week 3,4) To develop an understanding of the concepts of in, out, over and under to create a 'woven ' Effect (week 5,6)
My Dance	Morning exercises	Morning exercises	Morning exercises	Morning exercises	Morning exercises	Morning exercises
My Drama	Covered through core word To encourage peer to peer communication. To build dialogue and action in role.	Covered through core word To encourage the use of movement to explore different dialogues and/or	Covered through core word To encourage the use of sounds to explore different dialogues and/or actions	Covered through core word To experience moving into make believe	Covered through core word To develop an awareness of make believe and to respond to it.	Covered through core word To actively participate and interact with the teacher-in-role.

		Actions.				
My Music	Covered through core word /Song of the week/ Tambourine, hand bells	Covered through core /Song of the week word/ Drum (soft mallet), rainstick	Covered through core word /Song of the week/ Maracas, rhythm sticks	Covered through core word /Song of the week/ Ocean drum, wind chimes	Covered through core word /Song of the week/ Guiro, triangle, kazoo	Covered through core word /Song of the week/ Ukulele, xylophone
My outdoor School						
My Outdoor School	Swimming/Forest School	Swimming/Forest School	Swimming/Forest School	Swimming/Forest School	Swimming/Forest School	Swimming/Forest School
My Physical Well being						
My Physical Well being	PE	**PE**	**PE**	**PE**	**PE**	**PE**
My Play & Leisure						

My Play & Leisure	**Solitary Play (Exploration & Sensory Awareness)**
	
	Focus: Independent exploration of materials, building comfort with sensory experiences.
	
	Key experiences:
	• Sand play: scooping, pouring, patting, digging
	• Water play: splashing, filling/emptying containers
	• Play with uncooked pasta: pouring, scooping, feeling textures
	• Cups and large bricks: stacking, knocking down independently
	• Bubbles: watching bubbles fall and pop
		Parallel Play (Side-by-Side Engagement)
		
		Focus: Playing alongside others using similar resources without interaction pressure.
		
		Key experiences:
		• Sand trays side-by-side
		• Water containers for each learner
		• Duplicate sets of cups/bricks for stacking
		• Bubble blowing with shared attention but individual action
		• Ball rolling independently in shared space
			Shared Play (Awareness of Others)
			
			Focus: Beginning interaction and joint attention with peers/adults.
			
			Key experiences:
			• Puppet theatre: watching and responding to simple puppet actions
			• Peek-a-boo games
			• Mr Potato Head shared assembly
			• Rolling a ball back and forth with support
			• Bubbles: taking turns watching and popping
				Turn-Taking Play (Structured Interaction)
				
				Focus: Understanding simple rules of "my turn / your turn".
				
				Key experiences:
				• Rolling or throwing a ball back and forth
				• Bubble popping games (taking turns to blow)
				• Simple songs with actions:
				  ○ *Row, Row, Row Your Boat*
				  ○ *This Little Piggy*
				  ○ *Round and Round the Garden*
				• Tickle monster game (turn-based anticipation)
				• Stack-and-knock games using cups/bricks
					Early Cooperative Play (Working Together with Support)
					
					Focus: Beginning shared goals and joint outcomes.
					
					Key experiences:
					• Building large towers together (cups/large bricks)
					• Sand construction (digging, filling, shaping together)
					• Water play: pouring to fill shared containers
					• Puppet theatre: acting out simple shared stories
					• Group bubble games (try to pop bubbles together)
						Cooperative Play (Shared Goal & Interaction)
						
						Focus: Sustained interaction, shared planning, and group play.
						
						Key experiences:
						• Group sand/water "projects" (building, filling, pouring)
						• Puppet theatre with simple story sequences
						• Group ball games (rolling, catching, chasing bubbles)
						• Collaborative stacking and knock-down games
						• Food play (pasta) as shared imaginative activity (cooking role-play)

My Thinking and Problem Solving						
My Thinking and Problem Solving	To gain access to my favourite……. toy, snack, drink, i-pad, piece flappy string, etc.	To acknowledge that I want/need equipment To get the resources and equipment I want/need Recognising that the thing	To communicate a want/need Recognising that to play a game of ……. we need……	To find my lost……lunch box, hat, headphones, wellington boots, etc To collect own lunch utensils	Independently charging an i-pad, tablet and phone Teeth cleaning with no toothbrush	To paint a picture 'Life in Italy' –making a pizza Solving problems as a member of a Group

		that I want or need is not working, is broken, does not fit etc. Recognising that before working on any activity, I need……. Dealing with the fact that my communicative partner is ignoring me		To find my swimwear when it has been misplaced			
Numeracy	To count consistently and without error to 3 or 5 or 10 To recognise and recall numerals that represent key numbers in the individual pupil's life and work. To develop the ability to count consistently and accurately up to 3, 5, and 10. To build confidence in counting objects without making errors when working within numbers up to 10.	To estimate, contrast and compare quantities, sizes, lengths, heights, weights (More/less, contrasting quantities, furthest/nearest, smallest/biggest.) To estimate, contrast and compare quantities, sizes, lengths, heights, weights (More/less, estimating how far away, how big, how heavy, how many, how Much) To recognise and recall numerals that represent key numbers in the individual pupil's life and work.	To recognise lower value coins from 50p to 1p in descending value order. To establish that money is a means of exchange. To recognise a £1 coin. To differentiate a £1 coin from all other coins. To recognise that a £1 coin is the basic unit of money	To estimate the coins or notes required when shopping for several Items. To estimate what needs to be bought. To estimate the amount of a particular item that needs to be bought. £5, £10 and £20 notes	To understand time passing. (Week 1-2) To understand that things happen in the Future. (Week 3-4) To be able to assess a sequence of events in the future (Week 5-6)	To accurately identify and sequence events in a logical order. To make reasoned predictions about subsequent events in a familiar sequence. To evaluate and justify a plausible sequence of future events based on prior knowledge and evidence. Now – Next Now – Then - Next	
The World Around Me							
The World About Me	**Photography** To know what a camera and a photograph are To know how to hold the camera and to look through it Know how to focus and take the photograph	**Festivals** • Bonfire Night • Remembrance Day • Guru Nanak Gurpurab • Advent • Hanukkah • Christmas • Kwanzaa (end-of-term cultural celebration)	**Food** To discover what is food. (week 1,2) To explore the differences between food and drink. (week 3,4) To sort and classify foodstuffs (week 5,6) To sort, classify, taste and	**Recycling** To explore the question *'What is rubbish?' (week 1,2)* To explore whether other people's rubbish is the same as ours? (week 3,4) To explore whether rubbish and litter are a problem? (week 5,6)	**The Weather** To experience and experience being made hot by the sun. (week 1,2) To experience and have experiences of being made wet by the rain. (week3,4)	**People** To recognise those people who are most important to me(1) To recognise those people who are most important to me (2) To find out more about those people who are important to me (1)	

	Know how to pick a subject for the photograph Know how to print the photograph Know how to edit the photograph		discuss the merits of healthy and unhealthy foods. To explore where food comes from. To explore the importance of food within cultural and religious festivals.	To explore the wider implications of littering. To explore the recycling journey (1)	To experience and have experiences of being made cold by the weather. (week 5,6)	To meet and greet people in an appropriate manner. Week 4, 5, To find out more about those people who are important to me (2)
My Independence						
My Independence	**Dressing** Knowing my body Identifying Items of clothing's Putting on and taking off various items of clothing's Development of the fine and gross motor control needed Development of self-organization skills Understanding personal hygiene	**Shopping** Understanding which coin to use Using real money Using the bank in school Identifying primary (that is, main) desired items Shopping to a shopping list To explore and celebrate the ideas of shopping	**Cooking** Following instructions during cooking activities Preparing oneself for a cooking activity Use a spreading knife to spread and cut toast Opening containers and replacing lids.	**Helping Environment** What Is the Environment? Looking After Plants Recycling and Reusing Saving Water Helping Animals and Habitats Becoming Environmental Heroes	**Travelling** Walking independently outside of school Stopping at the kerb and looking for traffic Crossing a minor road with support Crossing a major road with support Crossing a T junction or a crossroads Independent walking	**Travelling** Planning the journey Finding the right platform Flagging the bus to stop Purchasing a ticket Boarding and exiting from the Bus Travel by train
Sensory Cooking	**Exploring Food Sensations (Sensory Awareness)** Focus: Building tolerance and curiosity around food materials. Learning outcomes: • Engages with food materials	**Food Preparation Skills (Early Independence)** Focus: Developing simple cooking actions. Learning outcomes: • Participates in simple preparation tasks • Develops hand control • Makes choices during cooking	**Cooking Through the Senses (Exploration & Communication)** **Focus:** Connecting sensory experiences with cooking outcomes. Learning outcomes: • Understands changes during cooking • Communicates	**Following Recipes (Sequencing & Turn Taking)** **Focus:** Learning simple routines and working with others. Learning outcomes: • Follows simple instructions • Takes turns during cooking • Completes familiar routines	**Creative Cooking & Imaginative Play** **Focus:** Developing creativity and social communication. Learning outcomes: • Uses creativity in cooking • Participates in group activities • Develops	**Independent Cooking & Celebration Food** **Focus:** Applying skills and preparing food for others. Learning outcomes: • Demonstrates learned cooking skills • Makes choices

			preferences • Engages with shared cooking activities		confidence and independence	independently • Participates in a shared food experience