



# WOOLGROVE SCHOOL

## Curriculum Policy



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

**Vicky Litchfield**

**September 2021**

**Review: September 2024**



## Woolgrove School Curriculum

At Woolgrove School the curriculum is the whole learning experience offered by the school. *How* children learn is as important as *what* they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times. Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them.

### Intent

The Intent of the curriculum is to:

- provide holistic learning experiences which are personalised to meet the unique needs of individuals and groups
- provide a broad, balanced and relevant curriculum focussing on functionality
- use children's interests and talents to provide exciting, motivating and engaging learning experiences
- encourage all children to meet their full potential
- be flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student
- build on children's existing knowledge, skills and understanding
- reflect the multicultural nature of the local community and build on British Values
- develop confidence, high self-esteem and independence
- develop a respect for other people and the environment
- prepare pupils for the opportunities, responsibilities and experiences in life beyond Woolgrove School

### Implementation

We adapt and modify the Early Years Foundation Stage Curriculum and National Curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and Woolgrove life skills programme, linking classroom learning to life skills.

All children learn best from first-hand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practise and apply learning in many contexts.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support individuals and groups of children. These include Speech and Language Therapy, Music Therapy, Rebound Therapy, Lego Therapy and Sensory Circuits focusing on fine and gross motor skills.

## Pathways

There are five different pathways the children can follow according to their age, ability, learning style and individual needs. Each pathway follows a modified and personalised holistic curriculum.

	Early Years Foundation Stage	Pre-Formal	Semi-Formal 1	Semi-Formal 2	Formal	
<b>Prime Areas of Learning</b>	Personal, social and Emotional Development including RSHE	Personal, social and Emotional Development including RSHE	Personal, social and Emotional Development including RSHE	Personal, social and Emotional Development including RSHE	Personal, social and Emotional Development including RSHE	
	Physical Development	Physical Development	Physical Development	Physical Development	Physical Development	
	Communication and Language	Communication and Language	Communication and Language	Communication and Language	Communication and Language	
<b>Specific Areas of Learning</b>	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
	Literacy	Literacy	Literacy	Literacy	Literacy	
	Expressive Arts and Design (EAD)	Music	Music	Music	Music	Music
		Cross Curricular EAD opportunities will form part of the Prime Areas of the curriculum and Literacy and Mathematics				Expressive Arts and Design
	Understanding the World <i>including RE</i>	R.E	R.E	Understanding the World	Understanding the World	
			R.E	R.E		
<b>Key skills</b>	Life skills	Life skills	Life skills	Life skills	Life skills	
	Sensory	Sensory	Sensory		Technology	
	EYFS		KS1 and 2			
<b>Personal, social and Emotional Development</b>	Self-regulation Managing self Building Relationships (Includes Relationship, Health and Sex Education - RSHE)		Self-regulation Managing self Building Relationships (Includes Relationship, Health and Sex Education - RSHE)			
<b>Physical Development</b>	Fine motor skills Gross motor skills		Fine and Gross motor skills, including using tools for creating and dance			
<b>Communication and Language</b>	Listening, Attention and understanding Speaking		Group discussion and social interaction Grammar and sentence building Listening and understanding Verbal storytelling and narrative (including Drama) Vocabulary Clarity of Speech			
<b>Mathematics</b>	Number Numerical patterns.  (Supplementary mathematics)		Core Maths – number and place value, addition, subtraction, multiplication, division Supplementary Maths - Fractions, Measures, Geometry, Statistics			
<b>Literacy</b>	Word Reading Comprehension Writing		Reading – including fluency, phonics, attitude and understanding Writing – spelling, punctuation, handwriting,			
<b>Expressive Arts and Design</b>	Creating with Materials Being imaginative and Expressive (Including Music)		Incorporated into other areas of the curriculum Formal pathway EAD includes Art and Design Technology			
<b>Understanding the World</b>	People, Culture and communities Including RE Past and present The world (Technology)		Geography History Science			
<b>R.E</b>			RE			
<b>Life skills</b>	Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food		Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food			

	and eating, food preparation, communication, health and community safety	and eating, food preparation, communication, health and community safety
<b>Sensory</b>	Self-regulation, Proprioception, Exploring, Tactile Oral, Olfactory, Vestibular, Visual	Self-regulation, Proprioception, Exploring, Tactile Oral, Olfactory, Vestibular, Visual
<b>Computing</b>	See Technology in UW	Computing

### **Sensory**

Sensory experiences and sensory diets are built into the school day to enable the pupils to be taught to self regulate and meet their sensory needs independently. Tap-Touch, which combines the sense of touch and music through social interaction, is also used in classes. It is delivered via an interaction between 2 people – a giver and a receiver.

Mindfulness also forms part of the Sensory curriculum to allow children to develop interests that they can use to support their wellbeing, self regulation and involvement.

### **Outdoor learning**

Woolgrove has six acres of land in the environment area that is used throughout the week for exercise, morning workouts and learning about the environment. Every class has a weekly session in the environment area and Forest School activities are used during these sessions to develop team building, life skills, creativity, risk taking and learning about the world.

### **Visits to the Local community**

All classes visit the local community to bring school experiences to life and use skills they have been taught into real life practice. Visits to the local community may include visiting a park to improve physical development skills, visiting a zoo, farm, woods or park to look at and learn about animals, visit a supermarket to learn about money and visiting a restaurant to order and eat food in a public place. These are valuable experiences for the children to learn about skills they will need in the future and about behaving and communicating appropriately in a public area.

### **Residential Visits and Year 6 celebration events**

The Year 6 pupils who are taught in the Formal classes will have the opportunity to take part in a residential visit in the summer term. During the week the children take part in exciting learning experiences such as, canoeing, donutting and archery as well as visiting places in the local area. For some children the opportunity to stay overnight may be the first time they have had this experience. Year 6 pupils who are taught in the Semi-Formal and Pre-Formal classes will be able to attend a celebration event over several days where children can participate in a variety of activities including breakfast, cycling, archery, camp fire and water events during the school day.

### **Life Skills**

As well as incorporating life skills into all lessons, each class also has a dedicated lesson focusing on elements of this. Life skills covers toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community, safety and independence.

Kaspa the Robot is used to support children to develop communication, interactions and independence, as well as exploring feelings and emotions.

### **Cultural Capital / Character**

We have high expectations for all of our pupils. Our curriculum follows a destination-led approach, considering what skills, opportunities and approaches they will need for when they move to secondary school and then onto adulthood.

We aim to broaden horizons and raise aspirations for all pupils. Topics on occupations and jobs are incorporated into the curriculum. Former pupils are invited to return to the school and share their post-Woolgrove experiences. Links with the local community and businesses are developed to provide experiences to the children about work places.

### **Communication**

Woolgrove School uses a Total Communication approach. In all activities provided to the children careful consideration is given to the opportunities provided for children to develop their communications skills. Alternative methods of communication are used to support children such as signing, symbol communication, communication books, iPads, computer programmes such as Clicker 6 and objects of reference. Intensive interactions and Identiplay are used to develop interaction and communications skills as well as play skills in the EYFS, Pre-formal and Semi-Formal classes. Helicopter stories are used in all classes to encourage children to tell stories and to watch as adults scribe for them. The Nuffield Early Language Intervention is used with some children to support their language development.

### **Attention Autism**

Attention Autism is used in all pre-formal and semi-formal classes to develop attention, listening, understanding, communication and independence.

### **Classes at Woolgrove.**

Classes are mixed age and ability grouped; they are organised according to the children's learning style. The exception being Blue Class which is the class for the Reception aged children and is a mixed ability class. The children may move between classes during an academic year if they would be more suited to a different learning group according to their learning style or ability.

### **2021-2022**

<b>Class</b>	<b>Learning styles</b>	<b>Curriculum</b>	<b>Class</b>	<b>Learning styles</b>	<b>Curriculum</b>
<i>Blue Class</i>	Mixed style class	EYFS	<i>Star</i>	Formal	Formal
<i>Red Class</i>	Semi-formal		<i>Diamond</i>	Semi-Formal	Semi-Formal 2
<i>Yellow Class</i>	Semi-formal / formal		<i>Cube</i>	Semi-Formal	Semi-Formal 2
			<i>Sphere</i>	Semi-Formal	Semi-Formal 2
<i>Triangle</i>	Pre-Formal / Semi-Formal	Semi-Formal 1	<i>Hexagon</i>	Formal	Formal
<i>Cone</i>	Pre-Formal / Semi-Formal	Pre-Formal	<i>Pyramid</i>	Formal	Formal

### **Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)**

Children in Reception to Year 2 follow the EYFS curriculum. On some occasions there maybe mixed aged KS1 and KS2 classes. These classes will continue to follow the EYFS curriculum whilst focusing on the Specific and Prime areas for the KS2 pupils according to their learning style (see EYFS policy for further information). Some KS2 children will be placed in EYFS classes following the EYFS curriculum to establish their preferred learning style before decisions are made about their pathway class.

Topics are planned on a 3 or 4 year cycle, with Red and blue classes following the same long term plan and Yellow following a different long term plan. The children will experience activities within each topic as they progress through the EYFS and Infant Classes. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The long term planning sheets identify each of the Prime and Specific Areas of

Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

## **Key Stage 2 (KS2)**

The majority of children in KS2 follow the Pre-formal, Semi-Formal 1, Semi-Formal 2 or Formal Curriculum, depending upon their learning style and ability. On some occasions, classes may have a mix of two learning styles for example, Pre-Formal and Semi-Formal 1 or Semi-Formal 1 and 2 or Semi-Formal 2 and Formal. If this is the case the class teacher will follow the curriculum that is best suited to the children within the class. In the case of a mixed Pre-Formal and Semi-Formal class the most suitable curriculum is likely to be the Pre-Formal Curriculum. In the case of a mixed Semi-Formal and Formal class the most suitable curriculum is likely to be the Formal Curriculum.

### **Pre-Formal Curriculum**

The Pre-Formal curriculum is planned each half term/term and is based upon a book. The books that are selected are based upon children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The children are provided with activities related to the text and carousel through activities during the day. The majority of activities are taught in small groups.

The Pre-Formal curriculum incorporates a variety of alternative methods of communication such as, Picture Exchange Communication (PECs), Sound Board (using an iPad), Signing, Objects of Reference and Communication books. Intensive interaction is also used to develop communication and interaction skills. Attention Autism is used regularly to develop joint attention, listening, participation, communication and independence.

In Literacy, Identiplay is used to support children to develop play, communication, interaction and storytelling skills. Helicopter Stories are also used to develop storytelling. Sensory stories and story massage is used to develop children's understanding and enjoyment of reading.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of a text into context, for example children going to the airport to look at aeroplanes and listen to aeroplane sounds as part of a book about transport.

### **Semi-formal 1 Curriculum**

The Semi-Formal 1 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The majority of activities are taught in small groups, on some occasions whole class teaching will take place.

The semi-formal curriculum will incorporate many of the strategies used in the Pre-Formal curriculum such as, Picture Exchange Communication (PECs), Sound Board (using an iPad), Signing, Objects of Reference and Communication books.

Attention Autism is used regularly to develop joint attention, listening, participation, communication, turn taking and independence.

In Literacy, Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

### **Semi-formal 2 Curriculum**

The Semi-Formal 2 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Semi-Formal 2 curriculum uses Attention Autism strategies to focus on independence.

In Literacy Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory and cross curricular writing opportunities, linked to the Early Years Foundation Stage Development Matters and National Curriculum for writing.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

### **Formal Curriculum**

The Formal curriculum is planned each half term/term and is based the children's interests, which could be taken from a book, author or area of interest. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Formal Curriculum focuses on children being independent learners. Many of the strategies used for the Pre-Formal and Semi-Formal curricula will continue to be used and adapted to meet the needs of our formal Learners.

### **Skills and Knowledge Overviews (SKOs)**

Each area of the curriculum's skills and knowledge are outlined in an overview for each pathway to ensure a broad and balanced curriculum is provided to all pupils.

### **Learning and Play (LAP)**

All class may have time when pupils are engaged in play based activities, either independently (if able to) or with the support of an adult. These activities will enable the pupils to have sensory breaks if needed and consolidate skills and knowledge which has been taught during a whole class or group session.

### **Impact**

The impact of the curriculum is that the children will become:

1. Successful students who enjoy learning, make progress and achieve their full potential
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who, where possible, make a positive contribution to society

## **Links to other policies**

Early Years Foundation Stage

Assessment, Recording and Reporting

Marking and Feedback

Black and Ethnic Minority and English as an Additional Language

Autism

Communication

English

Maths

Understanding the World

Computing

Expressive Arts

**Personal, Social and Health**

RE

Life Skills

Skills and Knowledge overviews

Example of EYFS long term plan



**Blue and Red Class Long Term Plan 2021/22**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Ourselves and our world – Me and my family	Celebrations – My Celebrations	Dark and light	Growing	Nursery rhymes	Transport and journeys
<b>Communication and Language</b>	PECs Making request Sharing news Telling stories	PECs Making request Sharing news Telling stories	PECs Making request Sharing news Asking questions Describing pictures Telling stories	PECs Making request Sharing news Asking questions Describing pictures Telling stories	PECs Making request Sharing news Asking and answering questions Describing pictures Saying rhymes	PECs Making request Sharing news Asking and answering questions Describing pictures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Using a knife to cut and spread. Using a spoon for spooning and mixing		Threading onto sticks. Rolling pins and cutters.		Measure Peel grate and crush	
<b>Literacy</b>	Traditional tales Non-fiction books Names Ext addresses Mark making ext key words and sentences News Labels IVC Phonics phase 1 ext 2	Non fiction books Names Ext addresses Mark making ext key words and sentences News Cards IVC Phonics phase 1 ext 2	Rhyming texts Rhythm in stories Sounds and voice sounds. Names Ext addresses Mark making ext key words and sentences News IVC Phonics phase 1 and 2 ext 3	Non fiction books Names Ext addresses Mark making ext key words and sentences News Labels IVC Phonics phase 1 and 2 ext 3	Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences. News Cloze sentences. IVC Phonics phase 1 and 2 ext 3	Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences News Retelling stories Non-fiction books IVC Phonics phase 1 and 2 ext 3
<b>Texts (Suggestion)</b>	Where's Spot? The gingerbread man The little red hen Homes information book	Fireworks The toys party The Nativity	This is the bear and the scary night Peace at last Dark dark tale	Jack and the beanstalk Growing vegetable soup The enormous turnip Planting a rainbow	Variety of nursery rhymes	The wheels on the bus Rosie's walk We're going on a bear hunt

						Planes or trains information text / Usbourne book
<b>Mathematical Development</b>	Number rhymes to 5/10/20 Size Shape Weight Positional language temperature	Number rhymes to 5/10/20 Capacity Time Pattern Money Positional language	Number rhymes to 5/10/20 Capacity Time Shapes Positional language temperature	Number rhymes to 5/10/20 Weight Size Pattern Money Positional language	Number rhymes to 5/10/20 Size Positional language Weight Pattern Temperature	Number rhymes to 5/10/20 Shape Time Capacity Money Positional language
<b>Understanding of the World</b>	Ourselves – To explore Ourselves Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	The environment Environment Materials Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Electricity Electricity Materials Forces Places in local area Recent past events in own lives. Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Animals and Plants Animals and plants Materials, Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Light and sound Light and sound, Materials Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light	Earth and Beyond. Earth and beyond Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light
<b>Religious Education</b>	Christianity - Celebrations and Christmas Blue class – Buddhism Red class – Hinduism		Christianity Change and growth Religious places Easter Blue class – Buddhism Red class – Hinduism		Christianity Special books and stories Blue class – Buddhism Red class – Hinduism	
<b>Expressive Arts and Design</b>	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Drawing Collage	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Modelling paint	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. collage drawing	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. drawing collage	ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling



<b>Key Vocabulary</b>	
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	Personal, Social and Emotional Development	Communication and Language. Literacy	Understanding the World.	Mathematics	Expressive Arts and Design. (Refer to music plans.)	Physical development. (Refer to P.E medium term plan)	Outdoor activities
LAP Enhanced provision linked to Adult Directed	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths -	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
Week 1.	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	ICT – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
Week 2.	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	ICT – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
LAP Enhanced provision linked to Adult Directed	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
Week 3.	Focus – Circle time	Big book – IVC	ICT – Cookery –	Number song –	Songs and Music – Write dance – Art Start -	Fizzy hands. Other skills - Circle game -	

	Attention Autism	Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	Trip – UW –	Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Art - Drama/DT-		
<b>Week 4</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	ICT – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>LAP</b> Enhanced provision linked to Adult Directed	Sensory room – calming  Sharing and turn taking	Graphics table – Role-play – house Small world –	Construction – Computing – Sand – Water – UW tray –	Number –  Supplementary maths	See graphics table Playdough/sensory – Music – Fine motor	Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel –	
<b>Week 5</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	ICT – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	
<b>Week 6.</b>	Focus – Circle time  Attention Autism	Big book – IVC Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play –	ICT – Cookery – Trip – UW –	Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS	Songs and Music – Write dance – Art Start - Art - Drama/DT-	Fizzy hands. Other skills - Circle game -	

Weekly planning format



class Week beginning

Vocabulary					
Ability groups	Table groups		Other groups		
Day					
All week	<u>Snack</u>				
	<u>Attention Autism</u>				
	<u>Life skills</u>				
	Focus / subject	Grouping	Group 1	Group 2	Group 3
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

**Learning and Play Plan Format**

<p><b>LAP (Learn and Play) activities</b></p>	<p>Sensory room - calming</p> <p>Sharing and turn taking</p>	<p>Role-play -</p> <p>Small world -</p>	<p>Graphics table -</p> <p>Easel -</p> <p>Reading -</p>	<p>Construction -</p> <p>Computing -</p> <p>Sand -</p> <p>Water -</p> <p>UW -</p>	<p>Number -</p> <p>Supplementary Maths -</p>	<p>See graphics table</p> <p>Playdough/sensory -</p> <p>Music</p>	<p>Soft play -building</p> <p>Fine motor</p>	<p>Writing -</p> <p>Big book -</p> <p>Supplementary maths -</p> <p>Phonics -</p> <p>Number -</p> <p>Physical -</p>
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Example timetable



Pre-Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00	
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Sensory story session	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break		Break	Communication session and snack	Carousel Number Supplementary maths LAP / sensory break	Lunch and Playtime	Life skills  Kaspa  Attention Autism	Break	14.35 Assembly	
Tuesday		PE	Music				Carousel Number Supplementary maths LAP / sensory break		Carousel – Phonics Communication Writing LAP / sensory break		Key word signing	
Wednesday		Story massage	Attention autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Swimming or outdoor learning/trip		Swimming or outdoor learning/trip	
Thursday		Environment walk	Attention Autism	Carousel – Phonics Communication Writing LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Cooking		PSED	
Friday		Environment walk	Attention Autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Story massage  TAP TOUCH			

Example Long term planning format



**Pre-Formal Long-Term Plan 2021/22**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Peace at last	The Gruffalo	Whatever next	My first book of transport	Zog	Room on the broom
<b>Communication and Language</b>	PECS Making request Sharing news Telling stories	PECS Making request Sharing news Telling stories	PECS Making request Sharing news Asking questions Describing pictures Telling stories	PECS Making request Sharing news Asking questions Describing pictures. Telling stories	PECS Making request Sharing news Asking and answering questions Describing pictures Saying rhymes	PECS Making request Sharing new. Asking and answering questions Describing pictures Saying rhymes Acting out stories
<b>PSED</b>	Transition All about me	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Transition All about me
<b>Physical Development</b>	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	<i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills	Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills
<b>Food technology skills</b>	Knives and spoons		Rolling pins, cutters		Measuring, using tools. Pouring	
<b>Literacy</b>	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text Describing	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text / key words Sequencing	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text	IVC sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text
<b>Mathematics</b>	Number rhymes to 5/10/20 Sorting and money Size Shape Weight Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Pattern Positional language	Number rhymes to 5/10/20 Sorting and money Capacity Time Shapes Positional language	Number rhymes to 5/10/20 Sorting and money Weight Size Pattern	Number rhymes to 5/10/20 Sorting and money Size Positional language Weight Pattern	Number rhymes to 5/10/20 Sorting and money Shape Time Capacity Positional language
<b>Religious Education</b>	Christianity Sikhism		Christianity Sikhism		Christianity Sikhism	
<b>Life skills</b>	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs	Based on individuals and group needs
<b>Sensory</b>	Massage Lights and torches	Massage Fur Slime Crumble	Massage Light and torches Moon dust	Massage Sounds – transport	Massage Heat sources / fire	Massage Potions Slime Cornflour

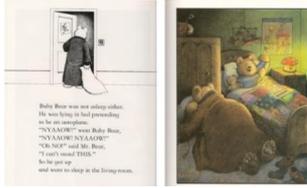


Example Medium Term planning format



Pre-Formal Medium Plan Autumn 1 2021

Focus Book: Peace at Last



	Focus page	PSED	Physical	Communication and language	Literacy	Mathematics	Life skills Including food tech	RE	Sensory	LAP Enhanced provision linked to learning
Week 6	Pg 6	Working with others Sharing Turn taking	Fine motor – Writing Spoons Pouring Painting Using tape and glue sticks  Gross motor – pretending to be aeroplanes taking off  Climbing stairs  Making beds	PECS – making requests choosing and snack. I see sentences for big book  Requesting – colours/equipment for model making/painting Toy shop role-play  Signing – Bed, Baby, Bear, Daddy, sleep, living room, woke up, went, in, walk  Making sounds for transport	<b>Reading – Keywords</b> <b>Finding keywords hidden in clouds (shaving foam) or pulling keywords elasticated from high up</b>  Bed, Baby Bear, Mr. Bear Sleep, Living room airplane He, was, in, got, up, went  <b>IVC</b> – sentences <b>Phonics</b> – environment sounds / phase 2 b <b>Writing</b> – names and keywords  Painting/drawing pictures of the story  <b>Story map</b>	Core Counting aeroplanes  Supplementary Sorting aeroplanes – colour Size of aeroplanes/bears Aeroplane models – 3D and 2D shapes Temperature – linked to cooking Money – toy shop  Collage – bed sheets for the bed – pattern	Cooking – hot chocolate  Dressing for bed  Cleaning teeth / washing faces  Making a bed	Sikhism – the 5 Ks exploring objects and naming them	Sounds of aeroplanes  Blankets  Making dens – dark and light  Using torches	iPad – sounds and letters program  Making dens/beds  Making models  Painting  Computer – sentences / painting pictures / watching the story  Small world Transport play/house play



## Example Sensory story plan

**Book:** Peace at Last

Children can dress in PJs as part of the story experience

Page	Sensory experience	IVC sentence
1	Turn lights off and make it dark (low level lighting) – show a moon	Night time symbol for When
2	Listen to yawning sounds / make yawning sounds	The bears were tired
3	Listen to / making walking upstairs sound	The bears went to bed
4	Make snoring sounds Put on dressing gowns	Mrs Bear was snoring
5	Explore aeroplane toys / paper aeroplanes	Baby bear was playing with aeroplanes
6	Clock ticking sounds Exploring pillows blocking out sounds	Mr Bear can hear the clock
7	Explore water dripping Make sounds Eat honey sandwiches	Mr Bear can hear the fridge/tap
8	Feel hedgehog prickles / cat toy / owl feathers Make sounds	Mr Bear can hear the ..... hedgehog/cat/owl
9	Tweeting sounds Bird toys to feel Torches and sun - turn on lights	Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun
10	Explore blankets and lying down	Mr Bear went to sleep
11	Alarm clock going off	Mr Bear can hear the alarm clock
12	Drinking tea Opening letters	Mrs Bear made tea

## Example Massage story plan

**Book:** Peace at Last

Story massage to always start and end with hands resting on shoulders

Page	What to say	Massage
1	It was night time	Rub hands over the back
2	The bears were tired	Rub hand up from bottom to top in an arc – like yawning
3	The bears went to bed	Tap hands alternately up the back
4	Mrs Bear was snoring	Rub hands up and down back
5	Baby Bear was playing with aeroplanes	Explore aeroplane toys / paper aeroplanes
6	Mr Bear can hear the clock	Tap finger in a circle for the clock and the make pincer movement on the back for cuckoo opening and closing
7	Mr Bear can hear the fridge/tap	Tap index finger on shoulder for dripping
8	Mr Bear can hear the ..... hedgehog/cat/owl	Draw owl eyes, V hands draw cat's whiskers, index fingers tap for prickles on hedgehog
9	Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun	Draw sun on the back
10	Mr Bear went to sleep	Rub across the back
11	Mr Bear can hear the alarm clock	Tap erratically on the back
12	Mrs Bear made tea	Rest hands on shoulders

Example timetable



Semi-Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Environment walk / workout	Big book Attention autism	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break	Break	Communication session and snack	Carousel Number Supplementary maths LAP / sensory break	Lunch and Playtime	PSED Communication session eg News	Break	14.35 Assembly
Tuesday		Environment walk / workout	Attention autism Maths focus	Carousel Number Supplementary maths LAP / sensory break			Carousel – Phonics Communication Writing LAP / sensory break		PE		Music
Wednesday		Big book	Attention autism Writing focus	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Swimming or outdoor learning/trip		Swimming or outdoor learning/trip
Thursday		Environment walk / workout	Attention Autism Phonics focus	Carousel – Phonics Communication Writing LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Cooking		Signing
Friday		Environment walk / workout	Attention Autism Maths focus	Carousel (10-minute activities) IVC sentences Reading/phonics Story maps LAP / sensory break			Carousel Number Supplementary maths LAP / sensory break		Life skills Kaspa		

Example timetable



Semi-Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills / Art start/ Write dance	Environment walk / workout	Attention Autism – phonics focus	Big book and Group work	Break	Communication session and snack	Core/ Supplementary Mathematics and Group Work	Lunch and Playtime	Understanding the World	Break	Communication session eg News
Tuesday		Environment walk / workout	Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics Group Work		Life skills Kaspa		14.35 Assembly Signing
Wednesday		9-10 Music		Big book and Group work			Core/ Supplementary Mathematics and Group Work		Swimming or outdoor learning		Swimming or outdoor learning
Thursday		Environment walk / workout	Attention Autism Phonics focus	Big book and Group work			Core/ Supplementary Mathematics and Group Work		PE		Understanding the World
Friday		Environment walk / workout	Guided reading	Shared writing and Group work			Core/ Supplementary Mathematics and Group Work		PSED		









Example timetable



Formal Class timetable

	9-9.15	9.15-9.45	9.45-10.00	10.00- 10.45	10.45-11.00	11.00-11.15	11.15-12.00	12.00-13.00	13.00-14.15	14.15 - 14.30	14.30 – 15.00
Monday	Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance	Music		Big book and Group work	Break	Communication session and snack	Core/ Supplementary Mathematics and Group Work	Lunch and Playtime	PE	Break	14.35 Assembly
Tuesday		Environment walk / workout	Phonics Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics Group Work		Life skills / cooking		Signing
Wednesday		Swimming or outdoor learning					Core/ Supplementary Mathematics and Group Work		Big book and Group work		Technology
Thursday		Environment walk / workout	Phonics Guided Reading	Big book and Group work			Core/ Supplementary Mathematics and Group Work		Understanding the world		Art
Friday		Environment walk / workout	Phonics Guided Reading	Shared writing and Group work			Core/ Supplementary Mathematics and Group Work		PSED Kaspa		





## **Semi formal 1 and Pre-formal overview.**

### **Planning and delivering**

- Planning based around a book for the half term/term
- Plan play based lessons that have high expectations of the children achieving. (Aim should be how can I get these children to be Semi-formal 2 learners)
- Children should be working in small groups to complete adult directed tasks – (Consolidation tasks used for children if necessary whilst the adult focuses on completing an adult directed activity)
- Whole class expectation for short sessions.
- Cold and hot tasks
- Long term planning - block teaching / skills for Life skills, Sensory (physical- fine motor), Cookery etc
- Please refer to model timetables on the server to ensure all aspects are covered. (Curriculum policy)

Although technology, UW and EAD are not part of the curriculum children should have opportunities to learn about these areas with the focus being on one of the prime areas eg physical – using tools for EAD, Communication – Acting out and role-play for EAD, Communication / Literacy – learning about UW.

### **Prime areas – Every lesson should include one of these.**

#### **PSED and Observations**

Weekly observation – 1 observation per week per child during LAP sessions. Weekly focus child observation – one per term. Use information to feed into planning and engagement model profiles if appropriate.

Attention Autism - at least 3 times per week with an aim to move children through stage 1 and 2 as a minimum. (Can be linked to the curriculum)

Regular Tap Touch/mindfulness session including yoga and essential oils.

Must include RSE (Relationship and Sex Education) – see Skills and Knowledge overview

**Physical – fine motor and gross motor include** - Outdoor learning passports.

#### **Communication and literacy**

Picked up as an area of development for the whole school.

Communication boards used regularly for each lesson to enable pupils to contribute. Think about differentiated questions that could be asked and ensure this is included on the board.

Sensory stories – at least once per week.

IVC work each week focus on phrases about the story that will enable the children to be able to comment / answer questions.

IVC work out for LAP – the pages from the story with the IVC phrase for the page.

Focus on one page of the book for a week. Relate all activities to the page.

- Acting out the page
- Creating pictures about the page – (Sensory and physical)
- IVC sentences about the page
- Information about things on the page – finding out / writing about / making pictures of (UW)

Also include helicopter stories at least once per half term, regular identiplay sessions (modelling how to play with equipment) as part of taught sessions.

### Signing

- Weekly signing session focusing on keywords from the page in the story or life skill words.

### Mark making / writing

- Ensure working through progression in mark making
- Work on writing names including surnames
- For more able children writing sentences – writing for a purpose. (shopping lists, cards, letters, etc)

### Phonics / Words

- Daily – Ensure phase 1 is covered regularly

### **Mathematics**

From CM focus on targets – do not jump around the targets across bands, focus on a target until achieved or at least half a term has been dedicated to working on the target.

### **Life skills**

From CM focus on targets

### **Sensory**

Can incorporate food exploration and Art activities. (Link to communication and physical areas)

**RE** – 1 hour per week can be incorporated into a RE day / day and a half.

Please refer to model timetables on the server (Curriculum policy) and the curriculum Skills & Knowledge Overviews (SKOs) to ensure all aspects are covered.

## **Semi-Formal 2 overview**

### **Planning and delivering**

- Planning based around a book, can be fortnightly, weekly, half termly, termly.
- Planning based round children's interests – ensuring they have not already covered topics in previous years.
- Plan play based lessons that have high expectations of the children achieving. (Aim should be how can I get these children to be Formal learners)
- Children should be working in small groups to complete adult directed tasks – (Consolidation tasks used for children if necessary whilst the adult focuses on completing an adult directed activity)
- Whole class expectation for some sessions, carousel teaching for others. Whole class apart from Attention Autism must teach children to sit at tables and attend to the front of the class/teacher.
- Long term planning - block teaching / skills for Life skills, Sensory (physical- fine motor), Cookery etc
- Please refer to model timetables on the server to ensure all aspects are covered. (Curriculum policy)

Although technology and EAD are not part of the curriculum children should have opportunities to learn about these areas with the focus being on one of the prime areas eg physical – using tools for EAD, Communication – Acting out and role-play for EAD, Communication / Literacy – recording using technology.

### **Prime areas – Every lesson should include one of these.**

#### **PSED and Observations**

Weekly observation – 1 observation per week per child during LAP sessions. Weekly focus child observation – one per term. Use information to feed into planning.

Attention Autism - at least 3 times per week with an aim to move children through stage 1 2 and 3 as a minimum. (Can be linked to the curriculum)

Regular Tap Touch (if appropriate) /mindfulness session including yoga and essential oils.

Must include RSE (Relationship and Sex Education) – see skills and knowledge overviews

**Physical – fine motor and gross motor** – include Outdoor learning passports.

#### **Communication and literacy**

Picked up as an area of development for the whole school.

Communication boards used regularly for each lesson as necessary, to enable pupils to contribute. Think about differentiated questions that could be asked and ensure this is included on the board.

Focus on the book.

- Acting out the story
- Creating pictures about the story – (Sensory and physical)
- IVC sentences about the story
- Information about things on the story – finding out / writing about / making pictures of (UW)

Also include helicopter stories at least once per half term, regular identiplay sessions (modelling how to play with equipment) as part of taught sessions.

#### Signing

- Weekly signing session focusing on keywords from the page in the story or life skill words.

#### Mark making / writing

- Ensure working through progression in mark making
- Work on writing names including surnames
- For more able children writing sentences – writing for a purpose. (shopping lists, cards, letters, etc)

#### Phonics / Words

- Daily – Ensure phase 1 is covered regularly

#### **Mathematics**

From CM focus on targets – do not jump around the targets across bands, focus on a target until achieved or at least half a term has been dedicated to working on the target.

#### **Understanding the world**

See K&S overview

Outdoor learning passports.

#### **Life skills**

From CM focus on targets

#### **Sensory**

Can incorporate food exploration and Art activities. (Link to communication and physical areas)

**RE** – 1 hour per week can be incorporated into a RE day / day and a half.

Please refer to model timetables on the server (Curriculum policy) and the see curriculum Skills & Knowledge Overviews (SKOs) to ensure all aspects are covered.

## **Formal Overview**

### Planning and delivering

- Planning based around a story book, poem or non-fiction text. The text can change every week, fortnight or every three weeks.
- Planning based round children's interests or culture – ensuring they have not already covered topics in previous years.
- Plan sequences of lessons that have high expectations for the children's achievement. Aim should be 'how can I get these children to be independent citizens in adulthood and in employment?' For some children the aim is 'am I providing enough challenge for progress in their skills and knowledge for them to be returned to a mainstream school, or unit attached to a mainstream school?'
- Children should be working in small groups to complete adult directed tasks – 'Play and Learn' activities inside and outside should be consolidation tasks to be used for children whilst the adult focuses on completing adult directed activities. Clear differentiated learning objective to be displayed on the Play and Learn activities to guide the supporting adults to model the play and scaffold and extend the learning.
- Whole class expectation for some sessions, carousel teaching for others.
- At least 1 observation on each child per term. Use information to feed into planning. Look at the engagement scale. What creative activities and opportunities can you plan learning incorporating the child's individual interests or engagement?
- Some work such as phonics or life skills does not all have to go into the work folders. Progression can be evidenced by carrying out an initial task on blue paper (cold task) and again later in the half term on yellow paper (hot task).
- Marking:-
  - Individual work to be annotated as well as the marking slip completed.
  - What was the child's thinking process – what did they say as they completed it?
  - Opportunities to be given to review the completed work. 'What could you do to improve the work?' (Not necessarily linked to the learning objective for the task).
  - Opportunities to be given to peer review the work. 'What could you say to your friend about how to improve their work?' (Not necessarily linked to the learning objective for the task).
  - Other aspects to be corrected/marked by the adult over and above the learning objective for the task eg capital letters, number formation, spelling.
  - Opportunity to be given to rehearse the correction eg 'can you practise writing the key word 'the' on the back of your work? Can you practise writing the numeral 3 the correct way round?'
  - Regular misspellings or new vocabulary to be added by the child to their individual dictionary as appropriate.

- Child's view of the work on the slip, Adult script, 'Did you do it on your own? Did you need some help or did you not know what to do?' (Not just did you like it?)
- Opportunities to be given to develop a good piece of work eg a written leaflet to be reproduced using a computer, a science experiment written up as a report or a poster created to be displayed in class.
- Children to have an individual vocabulary dictionary as appropriate to record key words.
- Discrete differentiated phonics sessions at least three times a week.
- Reading every day.
- Sensory and physical- fine motor to be covered for example in EAD.
- RE to be covered in approximately 7.5 hours per half term consisting of one focus day per half term as well as preparation or follow up lessons.
- Signing once a week focusing on keywords from the page in the story or life skill words.
- Key words (pink etc words) practised during individual reading.
- Daily during morning activities. Handwriting practice/ alphabet/full names and address/days of week/months of year.
- Please refer to model timetables on the server (Curriculum policy) and the see curriculum Skills & Knowledge Overviews (SKOs) to ensure all aspects are covered.

#### Curriculum areas

- Personal, Social and Emotional development (PSED) and RSE (Relationship and Sex Education) and Observations.
- Physical development (PD) fine motor, Clever Hands and PE.
- Communication and Language and Literacy (CL) including speaking and listening evidence.

Communication was picked up as an area of development for the whole school. Communication boards or folders to be used regularly for each lesson as necessary, to enable pupils to contribute. Think about differentiated questions that could be asked and ensure this is included on the board. Helicopter stories at least once per half term.

- Mathematical development (M).

Understanding the world (UW) including Geography, History and Science and Outdoor learning passports.

- Expressive Art and design (EAD) including Art, Design and Technology, Music and Drama which can be covered in Literacy eg acting out a story.
- Life Skills (LS) including cooking.
- RE (RE).

· Technology (C) Computing.

Mathematics and Literacy targets for each child

From Classroom Monitor (CM) – do not jump around the targets across the band, focus on a target until achieved or at least half a term has been dedicated to working on the target before moving onto a new target.